

USER ASSESSMENTS OF GLASSER-BASED
BEHAVIORAL MANAGEMENT INSERVICE
PROGRAMS FOR TEACHERS

A Dissertation
Presented to
the School of Education
Drake University

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of the Requirements for the Degree
Doctor of Education

by Vincent E. Lewis
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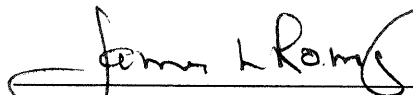
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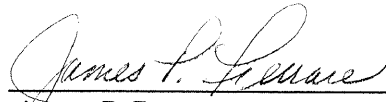
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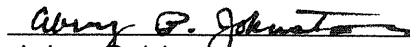
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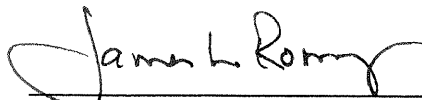
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An abstract of a Dissertation by
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June 2001
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The problem. The purpose of this study was to investigate whether a course which has a foundation based upon Reality Therapy/Control Theory impacts classroom teachers' perceived effectiveness in responding to disruptive behavior in the classroom.

Procedures. Data was collected for this study using a survey with three groups of teachers who had completed courses in behavior management based on Reality Therapy/Control Theory. In addition, each teacher's building administrator also completed a survey. The survey groups included: (a) teachers who had received training via a video education course offered through Drake University, (b) a course called "Care to Discipline/Discipline with Care" through an Area Education Agency or (c) a year-long course offered to an elementary school staff. All three groups of teachers had implemented the techniques of Reality Therapy in their classrooms for at least one year.

Building administrators were also surveyed regarding their perception of the teachers' effectiveness with students' disruptive behavior.

Findings. The findings from this data clearly indicate that Glasser's Reality Therapy/Control Theory is an effective foundation on which to build a proactive discipline program. Data indicate the majority of the teachers involved in this study felt more confident about their disciplinary skills, student attendance improved, and they felt more confident about their ability to develop their own proactive discipline program.

Conclusions. This study indicates that teachers who have received inservicing with a foundation based on Reality Therapy/Control Theory have more confidence in dealing with students who have disruptive behaviors. In addition, teachers in this study and their building administrators noted improvement in student behavior and attendance.

Recommendations. Parents, teachers, and administrators have reported in the past 10 annual Gallup polls that discipline problems in schools concern them the most (Gallup, 1998). Research finds there are a variety of behavior management strategies that have been proven to be

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Chapter I

INTRODUCTION

As reported by the past two decades of the "Annual Gallup Poll of the Public's Attitudes Towards the Public Schools," American education has faced a number of formidable problems. Issues which are most consistently reported as major problems are: the increased usage of drugs and alcohol among teenagers which has reached epidemic proportions, the use of and the frequency of weapons in the school, sexual harassment between students, declining test scores on college entrance examinations which have raised questions concerning the quality of instructional programs at the elementary and secondary levels, and the diminishing availability of adequate financial resources which threatens the existence of both public and private schools (Gallup & Lowell, 1998).

Yet, important as these problems may seem, they do not constitute what parents, teachers, and administrators view as the major issue confronting education. That issue is the increased number of disciplinary problems that are occurring every day in our elementary and secondary schools. Parents, teachers, and administrators are chiefly concerned about the increasing number of discipline problems in the schools (Gallup & Lowell, 1998). Educators feel the discipline problems stem from a lack of discipline at home. Parents feel that there is an increase in disciplinary problems at school because educators are not responding effectively to student misbehavior (Educated Public Relations School Safety 101, 1987). However, the issue of the lack of discipline in elementary and secondary schools has been with us since the origin of formal education. One archaeologist reported that the translation of marking on an ancient artifact proved that at least one adult was troubled by the disobedience of a child 4,000 years ago. In reviewing the literature from the field of education, one quickly surmises that although the concern for discipline in the schools is not new, the degree of that concern has increased significantly in recent years.

In one sense it is difficult to believe that after so many years discipline continues to be the major issue confronting the schools and classrooms of the 1990s. The National Education Safe School Report (1996) reported that two of the primary reasons children act up in the classroom setting are boredom and academic frustration. With that understanding, it would seem that the advancements of research and technology concerning various dimensions of the educational teaching and learning process would have eliminated the desire of students to be disruptive. Yet, it is clearly evident that this is not true. The citizens from rural, suburban, and urban America have all expressed a common concern over returning order to classroom and schools. In the most recent "The 28th Annual Gallup Poll of Public's Attitudes Toward the Public School" (Gallup & Lowell, 1998), the majority of the sample, 83%, cited discipline most often when asked to name the major problem facing the public schools in their community. Although this statistic is striking, the importance attached to the discipline issue in this survey is not new. Only once in the 26 years since the Gallup Poll began measuring public attitudes toward education has discipline failed to receive more mention than any other problem.

We should not be misled that the public is the only group expressing concern for school

discipline. Public school teachers and administrators have also voiced alarm over the problem. In a random sample of members, the National Education Association (National Education Association [NEA], 1992), found that 54% of the sample public school teachers reported that students' behavior interferes with their teaching. The survey further reports that discipline policies are described in writing (69%), but not consistently applied (67%), and not strict enough (61%) (NEA, 1992). The NEA survey also found that 35% of the respondents are dissatisfied with their current job as a teacher and one of the major reasons for job dissatisfaction is student negative attitudes toward learning and the school environment.

The effect of discipline and methods of countering student disruptions has ramifications beyond the walls of the classroom. Polk (1972, p. 4) reports that "the commitment of delinquent and violent behavior result in large part from negative school experiences, and that there are basic defects in the way schools are organized and the impact upon youth." Bandura (1965) and Bandura and Walters (1963) found that students are likely to imitate both teacher and peer behaviors at another place and time. For example, those teachers who are using punishment as a physical or psychological "hurt" to discipline students or who passively ignore student acts of disruption actually may be encouraging students to adopt a similar mode of behavior.

Of course, student misbehavior in the classroom is a symptom of a deeper problem which may have contributing factors. Teachers in the NEA's 1992 nationwide survey on discipline cited irresponsible parents and poor home conditions as the two major causes of discipline problems in school (NEA, 1992). The National School Board Association (NSBA) organized an Ad Hoc Committee on School Discipline and surveyed teachers in a variety of schools to ascertain causes of school discipline problems. The leading causes were: peer influence, lax enforcement of rules, incompetent and indifferent teachers, poor communication between school and parents, weak control in the schools, and weak administrative support (NSBA, 1987).

This brief overview of the current status of attitudes toward school discipline reveals that the problem is complex and long standing. A positive note is the fact that students, parents, educators, legislators, and the courts have entered into the search for some feasible solution. Even though some of the efforts are misguided and unrealistic, it is evident that a great deal of activity is being undertaken to deal with the disruptive and sometimes destructive behavior of students in schools throughout America.

Many American public schools are making the solving of discipline problems a part of an assertive effort to do what is frequently referred to as "humanizing the schools." Some popular names for this trend have been "social moral development," and "affective education." Educators in the area of affective education have devised various philosophies, techniques, and materials which they have assumed will improve education, including the area of discipline problems in school.

Many writers in the affective proactive discipline area (Besell & Palomares, 1969; Brophy, 1983; Coloroso, 1994; Curwin & Mendler, 1988; Dinkmeyer, 1971; Glasser, 1965, 1971; Jones & Eimers, 1975; Sprick, 1985) ask their readers to accept the premise, because it is logical and intuitive, that when proactive positive teacher affective behaviors increase, student achievement will increase and student discipline problems will decrease.

A second assumption that writers in the affective area ask their readers to accept without empirical evidence is that training in their affective proactive discipline system will increase positive affective behaviors of teachers and, consequently, student achievement will increase and student

discipline problems will decrease.

Characteristics of Proactive Classroom Management/Discipline

There are three characteristics of proactive classroom management/ discipline which distinguish it from other management/discipline approaches and underlie its potential contributions to effective education. The first is its preventive, rather than reactive, aspect. "Proactive" means to act in advance, to design a plan of action that affords an individual maximum control of a situation. Thus, a proactive approach, in general, is one that "anticipates and prepares for a situation through a plan to achieve control of the situation" (Swick, 1985, p. 5). Proactive classroom management/discipline, in particular, facilitates productive student behavior through the design of the entire instructional program that prevents or allows for early interruption of unproductive behaviors. Research indicates that the most successful classroom management/discipline methods tend to be preventive or proactive. They involve "not merely responding effectively when problems occur, but preventing problems from occurring frequently" (Brophy, 1983, p. 265).

The second distinguishing characteristic is the integration of methods that facilitate appropriate student behavior with procedures that promote achievement through effective instruction. Research on classroom practices as well as materials used to train teachers have tended to focus on isolated aspects of either effective instruction or effective management of behavior (Doyle, 1986; Jones & Jones, 1986). However, Strother (1985) found that effective classroom teachers (those whose students demonstrated consistently high levels of achievement) possessed skills in both management and discipline, "which has to do with controlling student behavior," and instruction, "which concerns providing for guiding students' learning" (p. 10). Doyle (1986) underscored the importance of integrating instructional and behavior management when he described the teacher's role as involving two equally important functions: facilitating learning and establishing order. He argued that it is often difficult to separate managerial from instructional processes in classrooms. Furthermore, research in the area of classroom management/discipline is similar to research design, methodology, and teacher and classroom variables.

Finally, traditional conceptions of classroom management have typically focused on individual student behavior. It is common to equate classroom management with disciplinary techniques used to respond to the inappropriate, disruptive behavior of individual students (Duke & Michel, 1978; Jones & Jones, 1986). Proactive management/discipline, however, tends to emphasize the group dimensions of classroom management. Studies by Kounin (1970) suggest that minimal behavior by individual students is frequently a byproduct of well-managed group activities.

In sum, proactive classroom management/discipline represents a broader approach to effective management than either behavioral or instructional management/discipline alone. Rather than a traditional unidimensional approach to isolated aspects of classroom management (e.g., responding to disruptive behavior), proactive management/ discipline is a more comprehensive approach that considers "all the things teachers must do to foster student involvement and cooperation in classroom activities and to establish a productive working environment" (Everton, Emmer, & Clements, 1980, p. 56). As such, the research base for proactive management/discipline derives from knowledge on how to improve students' learning and achievement by preventing discipline problems, thus reflecting its preventive, integrative, and

group- oriented characteristics.

Proactive classroom management/discipline is fundamentally a process of establishing order in classrooms rather than responding to problems of disruptive or off-task behavior. Proactive methods are aimed at establishing and maintaining a system for productive classroom behavior rather than spotting and punishing individual's misbehavior. Although instances of student misconduct will occur, high engagement and low levels of disruptive behavior have been shown to be by-products of an effective program for proactive classroom organization and management. When consistently employed, proactive management/discipline methods can eliminate a significant amount of inappropriate classroom behavior. In fact, Jones and Jones (1986) estimate that disruptive student behavior may be reduced by as much as 75%. Some students, however, will continue to exhibit behavior problems despite teachers' and school psychologists' efforts to create supportive and well- organized learning environments. Although the emphasis has been on the preventive aspects of classroom management/discipline, behavior-change interventions, such as behavioral techniques, problem-solving approaches, and school-wide discipline programs, may be part of a comprehensive approach to classroom management/discipline. Educators should keep in mind, however, that the effectiveness of more direct, behavior control strategies can be maximized when used in conjunction with the preventive methods discussed in this paper. Unless teachers use proactive management/discipline methods to create positive learning environments that encourage productive behavior, behavior-change interventions will have limited long-term effectiveness.

Glasser's Theory of Reality Therapy

A number of proactive disciplinary philosophies, techniques, and materials have been developed which purport to improve education by increasing affective behaviors in the schools. One such espouser of affective proactive discipline education is William Glasser. William Glasser is an M.D. and a psychiatrist. He has written several books (1965, 1969, 1971, 1972a, 1972b, 1973, 1974, 1976a, 1976b, 1977b, 1982, 1985, 1986, 1990, 1995) and is currently lecturing nationally to disseminate his ideas. In addition, he has created the Educator Training Center in Los Angeles, California. Of the several books Dr. Glasser has written, three specifically deal with education, behavior, and proactive discipline: Schools without Failure (1969), Control Theory in the Classroom (1986), and The Quality School-- Managing Students without Coercion (1990).

However, the books and theories on which this study is based are Reality Therapy (1965) and Control Theory (1985). The main idea regarding the Reality Therapy/Control Theory concept is that behavior is an attempt to control our perceptions of the external world to fit our internal and need-satisfying world. Although we all possess the same human needs, each of us fulfills them differently. We develop an inner "picture album" (or "quality world") of wants, which contains precise images of how we would best like to fulfill our needs. Reality Therapy rejects many of the themes in psychoanalytic therapy, such as the medical model, the focus on the past, dwelling on feelings or insight, transference, and the unconscious.

Originally designed for working with youthful offenders in detention facilities, Reality Therapy/Control Theory is applicable to people with a variety of behavioral problems. The approach can be applied to individual counseling, marital and family counseling, and group counseling. It has found wide application in military clinics that treat alcohol and drug abusers. Used on both the elementary school and secondary school levels, the approach has been applied

to teaching and administration. The most recent application of control theory is in quality management.

Various active, directive, and didactic therapy techniques may be used to get clients to evaluate what they are presently doing to see if they are willing to change. If they decide that their present behavior is not effective, they develop specific plans for change and make a commitment to follow through. Once a relationship is established, the counseling environment sets the condition for implementing. The clients are motivated to change when: (a) they determine that their current behavior is not getting them what they want, and (b) they believe that they can choose other behaviors that will get them closer to what they want.

As a short-term approach, Reality Therapy/Control Theory can be applied to a wide range of clients. It provides a structure for both clients and therapists to evaluate the degree and nature of changes. It consists of simple and clear concepts that are easily understood by many in the human-services field, and the principles can be used by parents, teachers, ministers, educators, managers, consultants, supervisors, social workers, and counselors. As a positive and action-oriented approach, it appeals to a variety of clients who are typically viewed as "difficult to treat."

Some of the shortfalls of this program are that Reality Therapy/Control Theory does not give enough emphasis to feelings, the unconscious, dreams, transference, early childhood trauma, and the past. There is a tendency for this approach to play down the crucial role of one's social and cultural environment in the shaping of one's behavior. It may foster a treatment that is symptom-oriented and discourage an exploration of deeper emotional issues (Renna, 1991).

According to the Glasser Educator Training Center, the core of Glasser's theories is the seven steps of Reality Therapy/Control Theory:

Involvement. It is vital that the teacher gets to know the student as a human being and shares his humanness with the student.

Present Behavior. There is emphasis on what specifically the student is currently doing.

Value Judgment. A statement is made by the student regarding whether his behavior is helping him or others.

Plan. A procedure is devised by the student to help improve his behavior. This plan must be approved by the teacher.

Commitment. A verbal or written agreement is made between the student and the teacher regarding the implementation of the plan.

No Excuses. Excuses are not accepted or listened to. If the student fails to meet his commitment, the student returns to step two.

No Punishment. If these seven steps are followed, discipline is established and no punishment is necessary.

The foundation of the Reality Therapy/Control Theory approach to education is based on the assumptions that behavior is the result of choices, and that inappropriate and disruptive behaviors derive from poor choices made by students. Frequently, poor choices occur because students do not think through the consequences of their actions. Glasser further states that persons who fail have developed maladaptive identities through withdrawal or delinquency. The teacher's task is to help students make good choices by making clear the connection between student behavior and its consequences. The teacher also needs to develop a classroom in which memory tasks are de-emphasized and critical thinking is stressed.

Glasser's principles are operationalized through the use of class meetings, clear

specification of rules and associated consequences, the use of plans or contracts, and a series of steps to guide the teacher's actions when dealing with problem behavior. Class meetings are used for several purposes: they help the teacher become involved in the concerns and lives of the students, they are used to solve problems, and they help students learn to think about and take responsibility for their own behavior. Meetings can focus on social problems, on educational matters, or be open-ended.

In class meetings students are seated in a close circle, facing each other. It is suggested that class meetings last 20 to 30 minutes and occur two or three times each week, depending on the age of the students. In the class meetings the teacher is non-judgmental; that is, there are no right or wrong answers. The objective is to allow students to express themselves and listen to others. In each class meeting the teacher attempts to have the students define the topic (What is it?), personalize it (Do you have one?), and respond to a challenge (What would happen if we destroyed it?).

Although Glasser's techniques are widely used, there is little published programmatic research (Elardo & Elardo, 1976). There are a few studies available through the Educator Training Center (ETC) in which authors have described behavior change in their individual schools that is, a reduction of suspensions and discipline referrals (Fafoglia, 1976), decrease in fights and dropouts (Borgers, 1976), and reduction in vandalism and grade failures (Jensen, 1979).

Problem Statements

This research seeks to answer the following questions:

1. Is Reality Therapy/Control Theory an adequate foundation on which to build an effective disciplinary program?
2. Is inservice education based on Reality Therapy/Control Theory effective in creating fewer school absences?
3. Does inservice education based on Reality Therapy/Control effective in reducing the frequency of out-of-class referrals?
4. Does the classroom teacher who has completed inservice training based on Reality Therapy/Control Theory become more confident about his/her ability to handle behavioral disruptions in the classroom?
5. Does the classroom teacher who has completed the inservice training based on Reality Therapy/Control Theory become more confident about his/her ability to establish a proactive discipline program within the classroom?

Answers to these questions will provide guidance in the further development and administration of proactive discipline management programs for the classroom. Answers will also show the overall effect of Glasser's approach as a foundation for effective behavioral management. These results will also guide teachers and administrators as they plan future educational inservice training. Furthermore, this research will assist future educators, classrooms, and schools at responding more proactively to behavioral concerns in the classroom. As a result the process of teaching and learning will become more efficient; the learning environment will be enhanced, and academic attainment will increase.

The anticipated outcomes were that the aforementioned behavioral management program would be found effective in decreasing the frequency of classroom behavioral disruptions, improve student attendance, and provide teachers a better sense of their own efficacy in establishing a

classroom environment conducive to learning. If the expected findings were proven to be factual, it would be apparent that William Glasser's Reality Therapy/Control Theory is a firm foundation on which to develop a proactive discipline program.

Significance of the Study

Whatever we find out or have established in this study, the fact remains that discipline and the lack of classroom control by educators at the elementary and secondary level is of utmost importance to educators and parents. I have introduced one program that attempts to address this problem. The Glasser program attempts to address the discipline issue in the classroom. On the basis of the Glasser information I have written a proactive discipline management program called "Care to Discipline/Discipline with Care."

The "Care to Discipline/Discipline with Care" program is yet another program professing to reduce the disciplinary problems in the classroom. This research sought to evaluate the effectiveness of Glasser's theory of classroom management through Reality Therapy/Control Theory. This researcher evaluated the overall effectiveness of three types of inservice based on this theory as well as its specific effectiveness as a proactive discipline program for reducing the frequency of disruptive behavior. The researcher was also interested in knowing the teacher's perceived effectiveness in responding to disruptive classroom behavior, both before taking this program and after completion of this program.

Limitations of the Study

It is recognized that this study had some limitations. These limitations may have some impact on the usefulness of the findings, but it is felt these limitations will not significantly affect the basic usefulness of the results.

The most significant limitation is that the researcher does not have any knowledge of the skills of the study group regarding classroom management prior to their taking the course. I must assume either that if the participants in the study group had some training regarding proactive behavioral management techniques in the classroom they were not currently using it systematically in his/her classroom, or that additional training could enhance the ability to use the theory.

Chapter 2 REVIEW OF LITERATURE

This chapter is composed of the review of literature in three different areas. I will briefly review a small amount of research regarding the effectiveness of inservice training for teachers. I will also briefly review a small amount of research which discusses the effectiveness of teacher efficacy when working with students. I will more extensively review literature which will establish the credibility of Reality Therapy in the educational setting.

Studies of the General Effectiveness of Inservice Training

In Stephen Covey's book, *7 Habits of Highly Effective People*, he lists "Sharpening the Saw" as a key element in effective people. Covey says:

The single most powerful investment we can ever make in life--is the investment in ourselves, in the only instrument we have with which to deal with life and to contribute. We are the instrument of our own performance, and to be effective, we need to recognize the importance of taking time regularly to sharpen the saw. (1989, p. 289)

With this understanding, all school districts in the United States have established a local Area Education Agency. One of the primary duties of local education agencies is to provide inservice and staff development training for the educators in their area. Local colleges and universities are also instrumental in assisting local school districts and schools in establishing relevant and effective inservice training to enhance the leadership and teaching skills of educators.

Johnson (1989) described a well-planned, effective inservice as including the following: long-range preparation involving all staff, follow-up supportive services, focus on teachers' stated needs, cooperation of teachers and teacher educators, development of knowledge about resources and necessary research skills, and recognition of the teacher as the instructional expert. Johnson reported that these criteria were followed in an on-going inservice program by Michigan State University and Wainwright School in Lansing, Michigan. At the time of Johnson's 1985 report, the inservice program was being evaluated. Results of the evaluation were not available.

Howey (1978) reported the results of a survey of parents, teachers, and professors on inservice teacher education. The survey included questions regarding the evaluation of inservice education. The survey was conducted in Michigan, Georgia, and California. There was unanimous agreement among the three groups that not enough inservice is currently provided to teachers. However, there was wide variation of opinion on what the best type of inservice program might be, who can best implement it, and how it should be financed.

The National Education Association (NEA) (1987) examined the concern of teachers for continuing relevant inservice training. The demands of teachers are that inservice: (a) be related to day-by-day needs, (b) be developed through teacher assessment of needs, (c) be planned with teachers having a voice in content and delivery methods, (d) be related to teachers' total professional development, and (e) not duplicate offerings available elsewhere. No mention is made of evaluating inservice programs.

A one-week inservice course was offered to team members from Washington, D.C., schools during the summer of 1987 to assist instructional personnel to acquire the necessary

competencies and skills to plan, initiate, and implement competency-based curriculum in individual classrooms. The evaluation of the inservice consisted of the participants' ratings of skills and knowledge gained. Participants consistently reported that they had acquired a very good understanding of the components of the inservice. Evaluation of actual changes in teacher and/or student behavior was not conducted.

Horton (1987) presented a model for inservice training including teacher self-evaluation. In the program the teacher writes course, unit, and daily lesson plans. With the help of a trained observer evaluator the teacher examines the results achieved and evaluates strengths and weaknesses in accomplishing the stated goals. Horton proposed that practice in this model program of inservice teaching should enable teachers to become proficient in evaluating their own performance in the classroom and to improve their teaching skills.

James (1991) conducted a summer workshop which met four hours per day for five and one-half weeks. The workshop was for language arts teachers in the implementation of language arts materials and instructional techniques. The activities in the workshop included individual conferences, lectures, demonstrations, outside resource persons, and student assignments. James stated that no hard data on the workshop exists; however, informal observation of target teachers' classrooms indicated that the workshop was successful.

Steele and Laffey (1976) reported that inservice training in reading instruction is essential for secondary-level teachers in content areas. In order to assess the effectiveness of teacher-developed strategies for integrating reading into other subject areas, six secondary teachers were involved in an inservice which included designing and developing materials and skills-teaching formats. On attitude testing following the study, teachers had a more positive understanding of the relationship between the teaching of reading skills and students' ability to grasp the textual material in the content areas.

Summary of the Literature Review Regarding In-service Training

Inservice training is being conducted in many different educational areas, and numerous approaches, materials, and techniques are being utilized. An adequate evaluation design for the inservice training is usually not included as part of the inservice program. However, it has been established that inservice training is a needed and effective method in developing skills for those who desire to enhance their knowledge.

Studies of the Effects of Teacher Behaviors on Student Behavior

It is understood by many researchers in this area that teachers' efficacy plays a significant impact on the teachers' performance. It is further believed that teacher performance plays an important role in the academic and behavioral performance of the student.

Many studies have reported the importance of the relationship between teacher behaviors and student behaviors (Bell & Davidson, 1976; Heller & White, 1985; Powell, 1976). Most of the available studies examine teacher verbal behaviors. The need for further examination of the relationship between teacher behaviors and student behaviors has been documented.

Bell and Davidson (1976) conducted a six-month study that involved two control elementary teachers' groups. One group of teachers was trained in J. Nelson "Positive Discipline" practices, while the other group was not trained in any form of positive student interaction program.

Each group was observed for five 30-minute periods in a two-week time period. Bell and Davidson reported evidence to support the hypothesis that teacher behavior accounts for a large portion of student learning. They say that the most important variable related to student achievement may be teacher behaviors.

Powell (1976), in examining teacher competencies, stated that it appears from several major research undertakings that teacher behaviors are related to student learning, but that specific behaviors may be less important than patterns of teacher behaviors. Powell further proposes that such teacher behavior patterns may be differentially effective for different students, grade levels, and subject matter areas.

The particular teacher behavior which has been investigated more than any other is verbal behavior. Heller and White (1985) examined the rates of teacher approval and disapproval. They summarized with general statements that teachers almost never praised pupils for behaving well socially, but they approved of instructional behavior more frequently than they disapproved.

Lynch and Barnette (1987) in their report of what creates supportive classrooms stated that the verbal behavior of the teacher is one of the most important factors that affects student attitudes. They concluded that more careful study of teacher behaviors is needed.

Fish and Loehfelm (1975) reviewed the literature on teacher verbal behavior. They found that pupil behavior is best influenced by ignoring undesirable behavior and using approval to establish and maintain appropriate behaviors. They also concluded that verbal approval in general appears to be an incentive to appropriate social and academic behaviors, whereas the results of verbal disapproval are more varied and inconclusive.

An unpublished study (Anderson, Calder, Reynolds, & Welch, 1977) examined the relationship between teachers' affective behaviors (verbal, facial, and physical) and student on-task behaviors. These authors found that a higher percentage of student on-task behaviors occurred with positive teacher affective behaviors than with negative or neutral teacher affective behaviors; however, the results were not significant.

In summary, teacher behavior does have a significant impact on student behavior. However, little empirical evidence exists to support this concept. The need for more research is still necessary.

Studies of the Glasser Approach

A review of the literature revealed the widespread use of Glasser's techniques of Reality Therapy/Control Theory and Effectiveness of Inservice Training, however, minimal empirical data is available regarding these techniques. Numerous articles are available which describe inservice training in different areas. Little current qualitative research exists regarding the evaluation of Glasser Reality Therapy/Control Theory philosophy. Those evaluations which are reported usually consist of teacher opinions. The research presented in this chapter is that which seemed to be most current, empirical, and directly related to the present study.

As early as the 1960s, Glasser applied the principles of Reality Therapy in efforts to develop better schools. He also has long been involved in teaching these principles to educators (Glasser, 1965). The principles of Reality Therapy have been applied in schools to various degrees. While there are many anecdotal reports of success (e.g., Gang, 1974; Renna, 1991), very few outcome studies have investigated the efficacy of Reality Therapy in improving student performance, academically or behaviorally.

A search of PsycLit using the term Reality Therapy, paired with the terms classroom, school, and education, was conducted to find published studies in which the authors explicitly defined their intervention in the schools as Reality Therapy. The search found the following published studies of the effects of Reality Therapy applied in the schools since 1980.

Medway and Smith (1987) reviewed four affective education programs; Lee Canter's "Assertive Discipline," Linda Albert's "Cooperative Discipline," Fred Jones "Positive Classroom Discipline," and Larry Mazin's "Stress-Free Discipline." Medway and Smith reported that these four programs are similar in terms of materials and instructional processes, although the activities were derived from different theoretical viewpoints. They further found that the outcome research is inconsistent and difficult to interpret because of differences in the reviewed studies that include: (a) choice of outcome measure, (b) length of program treatment, and (c) qualifications of program administrator. Other problems in the research are: (a) using self-concept, which is not adequately defined, as a variable;

(b) implementing the program improperly, that is not in accordance with the program manual; (c) studying the effectiveness for less than half a year of affective training, which seems inadequate to modify social behaviors and (d) inadequate reporting about the effects of the teachers' familiarity with the program *per se*. Medway and Smith (1987) suggest that training in the use of affective education materials should come in the form of inservice courses.

Elardo and Elardo (1976) reviewed four social development programs in elementary education: The Human Development Program, Developing Understandings of Self and Others, Toward Affective Development, and Dimensions of Personality. Glasser's approach is included in Elardo and Elardo. Elardo and Elardo reported that Glasser has offered inservice seminars at various sites around the country, and that from 1973-1983 more than 50,000 teachers and principals were involved in the training program. However, no carefully designed evaluation studies of the Glasser approach have appeared in scientific journals.

Masters, Lavery, and Hayes (1975), in an unpublished study available through Educator Training Center (ETC), look at the effectiveness of training in Glasser's techniques. In the study, schools were randomly assigned to either the training group or control group. The dependent variables were pupil, teacher, and parent attitude, pupil achievement, and classroom behaviors. Although this study was apparently well-designed, the obtained results and the statistical analysis were not reported. The authors made reference to significant differences in two areas: student and teacher attitudes; however, the actual data were not reported.

An evaluation of a long-term project using Reality Therapy is reported by Johnson City (NY) Central School District (undated). Between 1972 and 1984 this district's program was extensively redesigned, with Reality Therapy as a part of the model, along with objectives-based evaluation and curriculum design and use of a mastery model for instruction. Substantial improvement in math and reading achievement was found using both cross-sectional and panel data.

Comiskey (1993) examined the effects of Reality Therapy group meeting on at-risk high school freshmen's self-esteem, locus of control orientation, academic achievement, school attitude, attendance, and classroom behavior. The students were assigned to one of three groups so that there were 15 students in each group. Each group had a 45-minute meeting each of the 12 weeks of intervention. They also met once before the intervention and once after the intervention for the pre- and post-intervention measurements. Although statistical results are not reported, the

author does report that there were no significant differences among the groups in age, IQ, and socioeconomic status. The author claims that the results of the data analysis revealed significant differences in the areas of achievement, school self-esteem, school attitude and attendance in favor of the school-within-a-school group that participated in the RT training (Group 2).

Edens and Smryl (1994) investigated the efficacy of Reality Therapy for decreasing misbehavior in a seventh-grade physical education class (26 females, 16 males). In this four-week pilot study, the sports skills taught and rules about dressing out were based on student preferences as indicated by a questionnaire completed at the beginning of the study.

The class met to learn about control theory at least once a week as part of the regular instructional program. The teacher used Reality Therapy in counseling students as problems arose. They report that 31 disruptive behaviors were recorded during Week 1 of the study; 11 were recorded for Week 2; 8 were recorded for Week 3; and 7 were recorded for Week 4. The authors conclude that this decrease in disruptive behaviors is the result of the application of control theory and Reality Therapy. They also claim that as a result of their intervention, the students were able to "learn more and have more fun."

Participants in a study by Omizo and Cubberly (1983) were 60 learning disabled (LD) children. These 48 boys and 12 girls (M age = 12.7 years) were evenly divided into control and experimental conditions by random assignment. All participants completed the Dimensions of Self-concept (DOSC), Form S.

The result of a multivariate analysis of variance showed that there were no significant differences between the experimental and control conditions on the pre-treatments scores on the DOSC and the Nowicki-Strickland Locus of Control Scale. The authors of this study make it clear that they were only interested in the effects of the classroom meeting on the population's self-concept and locus of control orientation; they were not studying the effects of following Reality Therapy principles during classroom instruction.

In 1984, Slowik, Omizo, and Hammett replicated the Omizo and Cubberly (1983) study. They studied the effects of using Reality Therapy principles in teaching and class meeting on the locus of control orientation and self-concepts of Mexican-American students.

Participants were 80 seventh- and ninth-grade Mexican-American students from two schools matched for SES, ethnicity, and academic characteristics. Fifty-six of these students were included in the final analyses. The researchers considered results to be due not only to the effects of the classroom meeting, but also to the effects of the use of Reality Therapy during classroom instruction. While scores on the Level of Aspiration and Identification versus Alienation DOSC subscales and the Nowicki-Strickland Locus of Control Scale were not significantly different for the two conditions, which was the original study and the replication, they were "in the expected direction" and were within the normal range.

Heuchert, Pearl, and Hart-Hester (1986) used Reality Therapy in a pilot study of two third-grade students who were engaging in off-task behaviors and negative interactions with teachers and peers. The study was conducted during the last six weeks of the school year. The researchers used an observation protocol that they had previously developed to measure the behaviors of the students. Observers recorded the following behaviors during the second five seconds of each interval: on task, off task, positive interaction with peer, negative interaction with peer, positive interaction with teacher, negative interaction with teacher. By doing this, they had three categories to analyze: on-task behavior, off-task behavior, and negative interaction with peers. Mean

weighted agreement statistics were .82, .77, and .76, respectively. For participant one, on-task behavior increased from 19% during baseline to 30% during intervention, off-task behavior decreased from 24% to 20%, and negative interaction with peers decreased from 10% to 8%. For participant two, on-task behavior increased from 27% during baseline to 30% during intervention, off-task behavior decreased from 22% to 17%, and negative interaction with peers increased from 7% to 11%.

Hart-Hester, Heuchert, and Whittier (1989) implemented a study to determine how Reality Therapy would affect on-task behavior in teacher-directed and independent seat work. The participants were four fourth-grade students (age 9-11) who, according to the teacher, principal, and two observers, exhibited problem behaviors.

Although this study lacks scientific rigor, the authors do make some important points in their discussion. They discuss the difference between being on-task and actually understanding tasks. The authors also point out that the teacher has a large role in the ultimate success of Reality Therapy as in any other therapeutic approach applied to the classroom setting.

The researchers discussed above all concluded to one degree or another that Reality Therapy was effective. However, many of these studies lack experimental control. These lacks include issues of voluntary participation and consent, measures used, sample size, length of intervention, lack of controls, and training of teachers using Reality Therapy. Although several of these studies did not report in totality the methodology of their study, all the studies report some level of positive improvement from the pre-study to post-study.

The "Care to Discipline/Discipline with Care" Program

Using an understanding of Dr. William Glasser's theories, this researcher has authored a proactive discipline program rooted in the Reality Therapy and Control Theory concept. This proactive disciplinary program is called "Care to Discipline/Discipline with Care." I am interested in knowing the effectiveness of this program and in seeing if this program is able to reduce the frequency of disruptive behavior in the classroom.

The program "Care to Discipline/Discipline with Care" serves as an initial classroom management foundation by: (a) providing an overall awareness of the management-related challenges facing classroom teachers, (b) exposing teachers to a variety of existing models and strategies designed for the express purpose of coping with these challenges, and (c) facilitating the development of skills and understanding considered fundamental to the maintenance of a carefully integrated, highly adaptable, personalized classroom management philosophy and plan.

Learning Outcomes

This program has four learning outcomes or goals. All goals are related to proactive behavioral management, maintaining a controlled classroom environment, and proactively preparing for disciplinary problems.

Outcome I. Contextual and Environmental Awareness: Students will learn basic skills and knowledge for developing overall contextual and environmental awareness of educational setting into which they might be placed. They will also learn the cognitive and affective advantages of utilizing such information in the classroom. Finally, students will understand the benefits of classroom management, particularly in relation to the issues of motivation and prevention.

Outcome II. Time Management: Students will gain a general awareness of, and strategies for coping with, challenges related to time management in the elementary or secondary classroom setting. These changes include problems associated with planning, pacing, and timing.

Outcome III. Environment Management: Students will develop general awareness of, and basic strategies for coping with, challenges related to management of the formal educational environment such as school and classroom settings. These challenges include problems associated with the physical environment and circumstances which occur within that physical environment.

Outcome IV. Behavior Management: Students will gain an understanding of strategies, principles, and issues considered fundamental to behavior management. They will learn that the nature of the classroom teacher is one which necessarily includes many roles such as teacher, facilitator, friend, counselor, disciplinarian, confidant. Students will also incorporate strategies for "reading their audience," managing direct confrontation, communicating effectively with parents, integrating various models and approaches to behavior management, and performing ongoing meta-evaluation. In addition, they will learn specific motivational strategies and basic applications of behavior modification.

Course Overview

The following statements summarize the seven major areas

depicted in this classroom management course.

1. Classroom Management can be viewed as consisting of four major components: (a) Awareness of context and environment, (b) Time Management, (c) Environmental Management, and (d) Behavior Management. These are by no means considered discrete categories. Rather, they are often highly overlapped and intertwined.

2. Contextual/Environmental awareness involves learning about one's self, the students, the community, and the school setting. A Contextual/Environmental awareness related directly to the students must encompass relations, home environments, and existing perceptions and attitudes related to school and to education.

3. Time Management includes planning; pacing timing considerations which primarily involve the duration, spacing and tempo; and coordination of educational events.

4. Management of the formal educational environment involves attending to physical considerations such as classroom arrangements and resultant situation circumstances.

5. Behavior management consists of exposure to basic strategies, principles, and issues considered essential to most classroom settings. It also includes instruction in a variety of ancillary models and strategies which may be integrated and utilized, in part or in whole, as circumstances dictate.

6. Basic strategies, principles, and issues considered essential to behavior management include: limit-setting and consistent enforcement, an understanding of the multiple roles of a classroom teacher with emphasis on that of classroom leader, effective communication with parents, the "two-choice" principle, meta-evaluation, and confrontation management. Principles of adaptability and integration are also addressed in this section.

a. Behavior modification principles, and strategies will be related to the prevention of potentially undesirable behaviors, the elimination of existing undesirable behaviors, and the encouragement and perpetuation of desirable behaviors.

b. Motivation is done by, rather than to, students. However, certain conditions include competitive, cooperative, and simulation activities as well as the establishment and maintenance of student-centered learning environment.

7. The ancillary model and strategies section introduces popular plans, many of which draw upon basic principles of behavior modification and motivation. Representative discipline models will be selected from two categories which Curwin and Mendler (1988) have referred to as "obedience model" and "responsibility model." Specific examples include, among others, the Assertive Discipline Model (Canter, 1979). Other important relationships among the various components should be noted. Making these explicit on the course outline would have generated undue confusion; however, many other behavioral management plans will be represented in this course.

Summary of Evaluation Findings Regarding Reality Therapy/Control Theory

This summary is a reflection of my own analysis of Glasser's work as a pro-active approach in helping the classroom teacher to better deal with the behavioral problems that we know will occur in the typical classroom. This researcher believes from his finding that William Glasser provides one of the most sensible and comprehensive treatments of behavior problems. His approach involves students, in whole class group, cooperative teams, and individually, in social problem solving, curriculum problem solving, and outcome assessment.

It is clear that Reality Therapy is working to improve some schools, but because of the paucity of sound research, there is little to substantiate its efficacy. There is some support that Reality Therapy improves behavior and possibly interest in school, but not much support that it improves self-efficacy or self-concept. The evaluation of current research regarding Reality Therapy/Control Theory demonstrates that when Glasser's theory of Reality Therapy/Control Theory is fully implemented, in the recommended manner, positive results do occur.

Of the 12 studies that were reviewed regarding Reality Therapy/Control Theory there were 26 different areas measured and studied. Of these 26 areas of observation 3 indicated "no change." However, all the other areas measured showed a significant improvement towards the desired outcomes. These studies reported significant improvement in the areas of positive, more acceptable behavior in the classroom, increased student time on task, decrease in disruptive behavior, decrease in student out-of-classroom referrals, decrease in student drop-out rate, more positive communication between student and teacher, fewer fights, less vandalism, and most importantly, because of all the previous items mentioned, there was also reported increase in learning.

These results suggest that there is no research since 1980 that indicates that the use of Reality Therapy/Control Theory had a negative impact on the class room teaching and learning environment.

These conclusions are restricted only to the populations studied because the small samples of the studies limit the generalizability of the results. Based on the limited support of the studies reviewed here, the application of Reality Therapy in the school setting merits further investigation.

Conclusions

Considering the large numbers of teachers who have been trained in the use of Glasser's techniques, the fact that there is so little empirical evidence as to its effectiveness is astounding. The results of the evidence available is weak because of inconsistencies of findings. Many research studies have either not reported results (Elliott, 1976; Masters et al., 1975) or have reported insignificant results (Burkley, 1975; Laspino, 1986).

Many teachers are currently using Glasser's techniques of Reality Therapy and Class Meetings and many others are being trained to use them; it is not known what behavior changes may result.

Little empirical evaluation of Reality Therapy and Class Meeting does exist. There are also very few empirical studies that explore the teacher's perception of his/her own effectiveness to deal with classroom disruptions. There is also no information which reports the credibility of the "Care to Discipline/Discipline with Care" behavioral management program. Very little research

exists that empirically proves that a teacher's own perception as to his/her classroom management skill is directly related to that teacher's actual success in managing classroom behaviors. Research that responds to these relevant questions does not exist, but will be addressed in this study.

If this study finds that Reality Therapy and Class Meetings do have an effect upon teachers' classroom management skills and consequently students' disruptive behavior problems, teacher satisfaction, and student attitudes, then proactive discipline and classroom management programs such as Dr. Glasser's and the "Care to Discipline/Discipline with Care" behavioral management program may have a more positive impact upon education. Fewer disruptions will result in less time spent disciplining students and more instructional time. Fewer discipline problems will signal a greater acceptance of the subject and the learning process. A reduction in conflict will result in increased teacher satisfaction with fewer daily absences from the classroom and less teacher turnover. Proper student behavior provides clues to an individual's ability to practice self-control and will reveal an ability to cope with school expectations. Finding success in school will mean improved student attitudes toward school with increased daily attendance as well as a strong commitment toward learning. Finally, with a reduction of discipline problems and the development of positive feelings, the public will no longer perceive discipline as a major school problem.

Now that it is understood that Reality Therapy has been turned into a proactive discipline management program by W. Glasser and that the "Care to Discipline/Discipline with Care" program has Glasser's Reality Therapy as its foundation, this current study will examine the foundation of Glasser's techniques of Reality Therapy and Class Meetings and/or other Pro-Active disciplinary or classroom management inservice training on the development of a new proactive discipline program called "Care to Discipline/Discipline with Care."

I looked at three areas in this review of literature, I discussed six research studies that indicate that when teachers believe they can succeed and that they can be effective, then they will succeed and they will be effective. I also reviewed six studies that indicate that inservice training is an effective and desired method for educators to increase their own professional skills. With this understanding, the real questions are:

- Does inservice on Reality Therapy work in reducing behavior problems?
- If so, which means of inservice seems to be most effective as measured by teacher participation and their building administrators?

Chapter 3 METHODOLOGY

This chapter will describe the way in which the research was carried out. The teachers and administrators who agreed to be a part of the study will be described followed by a statement of hypotheses, research questions, the questions asked of the teachers, and the questions asked of the administrators. This will be followed by a detailed review of how the data was collected and, finally, a description of the data analysis.

Survey Respondents

The subjects for this study consisted of 75 teachers and 51 building administrators. Twenty-five have completed the classroom management video education course offered through Drake University entitled "Cooperation in the Classroom," 25 of the teachers have recently successfully completed the course called "Care to Discipline/Discipline with Care," and 25 have completed a year-long all-building inservice training regarding Glasser's theory on "Reality Therapy/Control Theory." The latter 25 teachers have been implementing the techniques of Reality Therapy in their classrooms for at least one year.

A vital part of this study was to obtain information from the building administrator regarding the teacher volunteers in each of the study groups. After the teachers agreed to participate, I corresponded with their building administrators in regard to the administrative involvement in this study.

All of the administrators and teachers involved in this study were volunteers. The teachers in the sample and their principals were contacted by this investigator one month prior to the beginning of the data collection regarding their commitment to the data collection procedures.

How the Research Was Conducted

Training in Glasser's techniques of Reality Therapy and Class Meetings entitled "Cooperation in the Classroom" has been conducted by the self-paced video correspondence course offered through Drake University.

The training took approximately six weeks. The training module was as follows:

1. In-service training session in Class Meetings
2. Demonstration, observation and critiques of Class Meetings in each target teacher's classroom
3. In-service training session in Reality Therapy
4. Demonstration, observation, and critiques of the use of Reality Therapy in each target teacher's classroom

Following the completion of the six-week training module and the final three-week observation period, the 25 teachers who participated in the video education course offered through Drake University were informed of this research project and invited to participate in this research; they were notified of the purpose and procedures and were offered access to the study results.

Twenty-five educators who have completed the "Care to Discipline/ Discipline with Care" course were surveyed. The building administrator of each of these 25 educators was also surveyed. The goal of the teacher survey was to discover the study group's perceived abilities to effectively prevent or respond to classroom behavioral problems. I was interested in knowing if the

study group members feel that their abilities to be pro-active and effective in establishing behavioral expectations and responding to behavioral problems was improved after they had completed the "Care to Discipline/Discipline with Care" course. I was also interested in knowing if the same study group members felt more skilled about their ability to be pro-active and effective in establishing behavioral expectations and responding to behavioral problems after their training.

Westridge Elementary school in West Des Moines has provided its building educational staff with inservice training regarding Glasser's techniques of Reality Therapy and Class Meetings. I scheduled a meeting with the building administrator. At this meeting I informed him of this research study. I told him of the vital role that the staff at Westridge Elementary school may play in this study. I solicited his support and his staff support for this study. Once his support had been granted I set up an opportunity to talk to the Westridge staff about this study. I also set up another meeting to ask him to respond to the administrative questions found further in this chapter.

Hypotheses

Underlying all three inservice approaches is a theory developed by Glasser generally known as Reality Therapy/Control Theory. On the basis of this theory the present research project asked teachers and administrators about the perceived effectiveness of the theory and the techniques which stemmed from the theory as the means and techniques have been taught by various means of inservice activity.

The first research hypothesis states that teachers trained in techniques designed to help teachers to be more effective in responding to classroom management and disruptive behaviors will feel that the theory provided by Glasser is adequate for a foundation on which to build better classroom behavioral management plans. The second hypotheses states the teacher will have fewer students referred out of the classroom for disciplinary reasons. The third hypothesis is that the frequency of student absence from school for disciplinary reasons will be less after the training than prior to the training. The fourth research hypothesis is that there is a positive relationship between teachers' training in Reality Therapy/Control Theory and their own sense of efficacy (the power to produce the desired results).

The Research Inquiries

The review of research from Chapter 2 indicates that Reality Therapy/Control Theory is effective in decreasing unacceptable behavior in the classroom, increasing more acceptable classroom behavior, and in increasing teacher efficacy on-task behaviors, and thus producing more learning. The questions answered in this research dealt specifically with the effectiveness of inservice education based on slightly different versions of this theory delivered in different ways. The questions that guided this research efforts were as follows:

1. Is Reality Therapy/Control Theory an adequate foundation on which to build an effective disciplinary program?
2. Is an inservice based on Reality Therapy/Control Theory effective in creating fewer school absences?
3. Is the inservice based on Reality Therapy/Control Theory effective in reducing the frequency of out-of-class referrals?
4. Does the classroom teacher who has completed the inservice training based on Reality Therapy/Control Theory become more confident about his/her ability to handle behavioral disruptions in the classroom?

5. Does the classroom teacher who has completed the inservice training based on Reality Therapy/Control Theory become more confident about his/her ability to establish a proactive discipline program within the classroom?

Method of Data Collection

To answer the research questions in this study, data was gathered from primarily two sources; the first consisted of classroom teachers involved in the inservice, the second source of data was the building administrator where these teachers worked. The three groups of 25 teachers in each inservice model made up the 75 teachers that constituted the study group. After agreeing to be a part of this study, each was requested to complete a survey. This survey consisted of questions presented in a Likert-type format, designed to measure responses to five dimensions of the study.

The target population received a letter that informed them that all responses would be kept anonymous and confidential and that they may withdraw from this study at any time. They were also informed that they may have the results of this study upon its completion if they so desire. The above steps were taken for each study group.

Study Group A. The participants in Study group A were 25 teachers who recently completed the classroom management video education course offered through Drake University entitled "Cooperation in the Classroom," which is a program based on Reality Therapy/Control Theory. I worked with the extension office to collect names and phone numbers of past participants in this course. After receiving names and numbers I corresponded with them in writing informing them of this study and inviting them to participate in this study. At this time I followed the same procedure as mentioned previously in regard to volunteerism, confidentiality, and access to the results.

Study Group B. Study group B was the group that recently completed the Pro-Active Discipline Techniques course called "Care to Discipline/ Discipline with Care." During the presentation of this course, the instructor, this researcher, informed the course participants of the research that I planned to conduct, the methodology proposed, and the need I would have for a study group in this research. Over 25 course participants agreed to be a part of this study group.

Study Group C. This group, which consisted of 25 teachers at Westridge Elementary School, participated in a year-long ongoing inservice training regarding Reality Therapy/Control Theory. They have been actively exercising the Reality Therapy/Control Theory techniques for over one school year. The procedures for gathering information took place as with the other two study groups.

Appendix A shows the letters that were sent to the teachers in study groups A, B, and C.

Building Administrators Groups A and B. A vital part of this study was to obtain information from the building administrator regarding the teacher volunteers in each of the study groups. The following is the procedure which was followed for the administrators in study groups A and B. After the teachers agreed to participate, I corresponded with these building administrators in writing. I informed them of the research study that I am conducting and why. I further informed them that said teacher had volunteered to be a part of this study. I informed them that a vital part of this

research study was to receive information both from the teachers in this study and their building administrator. This letter also acknowledges the importance of their time.

The administrators were asked for two types of data. First, they were requested to respond to a Likert-type instrument, similar to that the teachers received, regarding the administrator's perception of the participating teacher's (or teachers') improvement in student discipline. Second, the administrator was asked to respond to specific data regarding student attendance (average daily attendance) before and after the inservice training. The administrators were assured that their responses would be kept confidential. As a show of my appreciation for their time I offered to share with them the result of this study if they so desire.

Building Administrators Group C. I first informed the building principal of this research project. I informed him of how I would like this staff to be a part of this research and what part they and he would have in this research. Then I inquired if he would be receptive to me approaching his staff regarding this research study. Once this permission had been granted I informed the educators at Westridge of this research project and the part I would like for them to play in the investigation. I also informed them of the rest of the procedures as well as informing them of the same rights and privileges as the other groups, i.e., confidentiality, anonymity, and the results of the study if they are interested in having them.

A copy of the letters that were sent to the building administrators is found in Appendix B.

Teacher Inquiries

The following are the questions that were asked of the teachers in each of the study groups. The teachers responded to these inquiries by using a Likert-type scale with a range from 1 - 4. The number 1 indicates strongly agree--the number 4 indicates strongly disagree.

1. When I implemented the techniques learned in the proactive discipline management course in my classroom, I saw positive changes in student attendance.

1--Strongly Agree 2--Agree 3--Disagree 4--Strongly Disagree

2. After completion of the proactive disciplinary management course I have reduced the need to dismiss a student from my classroom because of unacceptable behavior.

1--Strongly Agree 2--Agree 3--Disagree 4--Strongly Disagree

3. After attending the proactive discipline management course, I feel more confident about my ability to respond effectively to behavioral disruptions in my classroom.

1--Strongly Agree 2--Agree 3--Disagree 4--Strongly Disagree

4. After the completion of the proactive disciplinary management course, I am more confident about my ability to establish a proactive disciplinary intervention program in my classroom.

1--Strongly Agree 2--Agree 3--Disagree 4--Strongly Disagree

5. The underlying assumption of this course, is that behavior is a response to a need, are a solid foundation on which to build an effective disciplinary program.

1--Strongly Agree 2--Agree 3--Disagree 4--Strongly Disagree

Building Administrator A & B Questionnaire

The following are the questions that were asked of the building administrators in groups A and B.

1. The number of students who were referred to your office for disciplinary reasons in one

semester of school after this staff person's training in proactive disciplinary techniques has decreased.

1--Strongly Agree 2--Agree 3--Disagree 4--Strongly Disagree

2. In one semester of school prior to this staff person's training in proactive disciplinary management techniques, the number of students referred out of this staff person's classroom was high, such as sitting in the hall, sent to another teacher's room, the quiet area.

1--Strongly Agree 2--Agree 3--Disagree 4--Strongly Disagree

3. What was the average daily attendance in the last semester of school in this staff person's classroom prior to their training in proactive discipline management course?

4. What was the average daily attendance in the first semester of school in this staff person's classroom after this staff person's training in proactive discipline management course?

Building Administrator C Questionnaire

The following are the inquiries that were made of the building administrator of Westridge Elementary School.

1. The number of students who were referred to your office for disciplinary reasons in one semester of school after the staff's training in proactive disciplinary techniques has decreased.

1--Strongly Agree 2--Agree 3--Disagree 4--Strongly Disagree

2. In one semester of school prior to the staff's training in proactive disciplinary management techniques, the number of students referred out of the classroom, was high (such as sitting in the hall, sent to another teachers room or to the quiet area).

1--Strongly Agree 2--Agree 3--Disagree 4--Strongly Disagree

3. What was the average daily attendance in the last semester of school in this staff person's classroom prior to their training in proactive discipline management course?

4. What was the average daily attendance in the first semester of school in this staff person's classroom after this staff person's training in proactive discipline management course?

Data Analysis

Teachers

The data analysis for the teachers in this study were conducted utilizing a frequency chart. For each survey inquiry made of each teacher study group, I counted and charted the frequency distribution of the responses to each statement. The quantitative report of the results show:

Tables 7 and 8 report the findings from the administrators of the teachers who have completed the Glasser Video Course offered through Drake University Extension office.

Tables 15 and 16 report the findings from the administrators of the teachers who have completed the "Care to Discipline/Discipline with Care" course.

Table 23 is a report of the findings from the administrator of the teachers who have completed the Westridge Elementary School year-long training in Reality Therapy/Control Therapy.

The summation was made in each of these three categories by utilizing the following formula, illustrated by the hypothetical example shown in the sample Table.

Tables 30 through 33 are the total responses from administrators in all three study group to all inquiries.

Tables 34 through 36 are the collective responses from all the administrators of the teachers involved in this study to all of the inquiries.

Table X

Inquiry. In One Semester of School Prior to the Staff's Training in Proactive Disciplinary Management Techniques, the Number of Students Referred Out of the Classroom Was High (Such as Sitting in the Hall, Sent to Another Teacher's Room, or to the Quiet Area)

Response	Westridge	Video	CTD/DWC	= Total	%
1 Strongly Agree	0	3	6	9	14.6%
2 Agree	2	22	18	42	68.0%
3 Disagree	0	1	1	2	17.3%
4 Strongly Disagree	0	0	0	51	0.0%

After completing all analyses I will then interpret and discuss the findings in terms of general responses, surprises, and insights gained. The results of this process will indicate the effectiveness of the Glasser's Reality Therapy concept as a foundation on which to build an effective classroom behavioral management program.

Administrators

The data analysis for the administrators in this group was conducted utilizing the same method as explained above regarding the analysis of the teachers information. For each survey of each administrator, I counted and charted the frequency distribution of the responses to each statement. The quantitative report of the results showed:

Tables 7 and 8 are reports of the findings from the administrators of the teachers who have completed the Glasser video course offered through Drake University Extension office.

Tables 15 and 16 are reports of the findings from the administrators of the teachers who have completed the "Care to Discipline/Discipline with Care" course.

Table 23 is a report of the findings from the administrator of the teachers who have completed the Westridge Elementary School year-long training in Reality Therapy/Control Theory.

The summation in each of these three categories was made by utilizing the following formula, illustrated by the hypothetical example shown in Table X.

Tables 30 through 33 are the total responses from administrators in all three study groups to all inquiries.

Tables 34 through 36 are the collective responses from all the administrators of the teachers involved in this study to all of the inquiries.

Table X

Inquiry. In One Semester of School Prior to the Staff's Training in Proactive Disciplinary Management Techniques, the Number of Students Referred Out of the Classroom Was High (Such As Sitting in the Hall, Sent to Another Teacher's Room, or to the Quiet Area)

Response	Westridge	Video	CTD/DWC	= Total	%
1 Strongly Agree	0	3	6	9	14.6%
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3 Disagree	0	1	1	2	17.3%
4 Strongly Disagree	0	0	0	51	0.0%

After completing all analysis I then interpret and discuss the findings in terms of general responses, surprises, and insights gained. The results of this process indicated the effectiveness of the Glasser's Reality Therapy concept as a foundation on which to build an effective classroom behavioral management program.

Chapter 4

RESULTS AND FINDINGS

The data analyzed consist of post-inservice training responses of experimental subjects who completed three different inservice training programs based on Dr. William Glasser's Reality Therapy/Control Theory concept. The three different experimental groups are:

1. Video course through Drake University
2. "Care to Discipline/Discipline with Care" course
3. Westridge Elementary School staff

The method implemented to select the study group for each of the three different groups was distinctly different for each group. For the first group, Westridge Elementary School staff, the following method was used.

I was aware that the Westridge Elementary School staff had completed a year-long training regarding Reality Therapy/Control Theory. I went to the building administration, explained this research project and requested I be allowed to survey 25 of the principal's staff as well as the principal. The principal agreed, and assured me that he would be able to recruit 25 of his teachers who had completed the year-long training in Reality Therapy/Control Theory to complete the study. He informed me that he would be glad to participate in this study as well. Of the three methods used to collect data for this study the method used with the Westridge staff had the quickest response time.

A significant part of this research is the response from each of the teacher participant's administrator. In the Westridge group there is one administrator, so the data from the Westridge School administration will not be presented in a percentile format.

The method implemented to select the participants in the second group, Video Course through Drake University, was more complicated. After explaining the dissertation proposal to the staff at Drake University extension office I requested a list of names and addresses of all the people who had completed the Dr. William Glasser behavioral management course within the past year. I was supplied with a very lengthy list of names and addresses. For management purpose I wanted to select participants who lived within 100 miles of Drake University. Once I had narrowed the list down to those within 100 miles I had a list of 123 prospective participants. I then went through the list of 123 prospective participants and randomly selected names for participation. Participants were mailed information shown in Appendixes A and B.

The percentage of returns for this first mailing was very low. Therefore, after three weeks another randomly selected mailing was sent out to what would be the participants. The number of respondents was again low. After three weeks it was necessary to do another mailing to get the 25 participants as planned. After approximately three more weeks I had the 25 participants.

The second part of this research was the collection of related data from the administration of each of the teachers in this study group. This posed another problem. Of the original 25 teachers who responded to the survey only 15 had administrators who agreed to participate. Therefore it was necessary to send out more surveys to another group of teachers. After receiving more than enough teacher responses I again requested data from their administrators.

After doing this several times I had 25 teacher participants who had administrators who agreed to participate in their part of this research.

The selection of participants for the third study group, those completing the "Care to Discipline/Discipline with Care," was similar of the process implemented for the second study group.

I had a list of names and addresses of teachers who had completed this course within the past year. Since all of these names were within AEA 11, our Area Education Agency, I was able to proceed with a random selection of participants for this research. My initial mailing was to 50 people from this list hoping I would receive 50% of them back. After three weeks I received approximately 1/3 back. I went back to my initial list and did another mailing. This process was repeated three times before there was more than enough participants for this study. I had sought for more than enough participants because of the anticipated response from the administration of the teacher participants.

After receiving an ample number of teacher participants, I sent the letter in the Appendix to the administrators of the teachers. The percentage of administrators of these teachers who responded during the first mailing was higher than the previous stated sample. However, it still was necessary to do a second mailing to the administrators of the teachers who participated in the study.

This was the process used to collect the data for all three study groups. I was very surprised with the duration of time and the repeated process that was necessary to accumulate all necessary data.

The relevant research inquiries posed to the teachers who completed the inservice training were:

1. When I implemented the techniques learned in the proactive discipline management course in my classroom, I saw positive changes in student attendance.
2. After completion of the proactive disciplinary management course I have reduced the need to dismiss a student from my classroom because of unacceptable behavior.
3. After attending the proactive discipline management course, I feel more confident about my ability to respond effectively to behavioral disruptions in my classroom.
4. After the completion of the proactive disciplinary management course, I am more confident about my ability to establish a proactive disciplinary intervention program in my classroom.
5. The underlying assumption of this course, that behavior is a response to a need, is a solid foundation on which to build an effective disciplinary program.

Each of the administrators of the teachers in the study group were asked the following questions:

1. The number of students who were referred to your office for disciplinary reasons in one semester of school after this staff person's training in proactive disciplinary techniques has decreased.
2. In one semester of school prior to this staff person's training in proactive disciplinary management techniques, the number of students referred out of this staff person's classroom was high, such as sitting in the hall, sent to another teacher's room, the quiet area.
3. What was the average daily attendance in the last semester of school in this staff person's classroom prior to their training in proactive discipline management course?
4. What was the average daily attendance in the first semester of school in this staff

person's classroom after this staff person's training in proactive discipline management course?

The outcome measure results from these inquiries regarding teacher responses from each study group are discussed first. Then I shared the findings from all teachers regarding each inquiry. I implemented the same process in reviewing the results of the administrators of the teachers involved in this study.

Video Course Teachers

The data gathered from the teachers and administrators involved in the Video Course are shown in Tables 1 through 8.

Table 1

Inquiry #1. When I Implemented the Techniques Learned in the Proactive Discipline Management Course in My Classroom, I saw Positive Changes in Student Attendance

Scale	Number	+	Total Number	=	%
1 Strongly Agree	3	of	25	=	12.0%
2 Agree	17	of	25	=	68.0%
3 Disagree	5	of	25	=	20.0%
4 Strongly Disagree	0	of	25	=	0.0%

The careful evaluation of this data indicated the following. As a response to Inquiry #1, this study group overwhelmingly (80.0%) indicated that they agree or strongly agree that when they implemented the techniques learned in the proactive discipline management course in their classroom, they saw positive changes in student attendance.

When evaluating the results of the data in response to Inquiry #2, it is clear that this study group agrees 88.0% that after the completion of this video course there was a reduction in the need to dismiss students from their classroom because of behavioral disruptions.

Table 2

Inquiry #2. After Completion of the Proactive Disciplinary Management Course I Have Reduced the Need to Dismiss a Student From My Classroom Because of Unacceptable Behavior

Scale	Number	+	Total Number	=	%
1 Strongly Agree	2	of	25	=	8.0%
2 Agree	20	of	25	=	80.0%
3 Disagree	3	of	25	=	12.0%
4 Strongly Disagree	0	of	25	=	0.0%

The data from the response of this study group to Inquiry #3

(Table 3) indicate agreement. The data indicate that 84.0% of the respondents felt that after completing the video course they felt more confident about their ability to respond more effectively to behavioral disruptions in their classrooms.

Table 3
Inquiry #3. After Attending the Proactive Discipline Management Course,
I Feel More Confident About My Ability to Respond Effectively to
Behavioral Disruptions in My Classroom

Scale	Number	+	Total Number	=	%
1 Strongly Agree	4	of	25	=	16.0%
2 Agree	17	of	25	=	68.0%
3 Disagree	4	of	0	=	16.0%
4 Strongly Disagree	0	of	0	=	0.0%

After analyzing the data collected from the study groups' responses to Inquiry #4 (see Table 4) there was an agreement between the 25 responses from this study group. Eighty-eight percent either agree or strongly agree that after they completed the video course they felt more confident about their ability to establish a proactive disciplinary intervention program in their classroom.

When looking at the responses to Inquiry #5 (Table 5) the viewpoint of the respondents was clear. Ninety-six percent of the respondents agreed or strongly agreed that the underlying assumption of this video course is a firm foundation on which to build an effective discipline program.

Table 4

Inquiry #4. After the Completion of the Proactive Disciplinary Management Course, I Am More Confident About My Ability to Establish a Proactive Disciplinary Intervention Program in My Classroom

Scale	Number	+	Total Number	=	%
1 Strongly Agree	7	of	25	=	28.0%
2 Agree	15	of	25	=	60.0%
3 Disagree	3	of	25	=	12.0%
4 Strongly Disagree	0	of	25	=	0.0%

Table 5

Inquiry #5. The Underlying Assumption of This Course, that Behavior is a Response to a Need, is a Solid Foundation on Which to Build an Effective Disciplinary Program

Scale	Number	+	Total Number	=	%
1 Strongly Agree	6	of	25	=	24.0%
2 Agree	18	of	25	=	72.0%
3 Disagree	1	of	25	=	4.0%
4 Strongly Disagree	0	of	25	=	0.0%

Table 6

Total Percent of Response From All Teachers Involved in Video Course

Questions	1	2	3	4	5	=	#	+	125
1 Strongly Agree	3	2	4	5	6	=	22	+	17.6%
2 Agree	17	20	17	15	18	=	87	+	69.6%
3 Disagree	5	3	4	3	1	=	16	+	12.8%
4 Strongly Disagree	0	0	0	0	0	=	0	+	0.0%

It is the finding of this researcher that the data collected by this study group show strong support of the Glasser Video Course.

The findings show that the 25 educators involved in this study group either agree or strongly agree to all aspects of this study. These educators feel they are better able to respond to disciplinary problems, resulting in fewer students being dismissed from their classroom for behavioral disruptions. They also feel that their classroom attendance improved since taking this video course. Most importantly, they feel more confident about being effective disciplinarians in their classrooms.

Administration

The following are the responses from the administrators of the teachers that were a part of this portion of this study group.

The 25 administrators responded in the following manner to Inquiry #1 (Table 7). The group of administrators agreed or strongly agreed 96.0% that the number of students referred to the office for disciplinary reasons in the semester after the staff's training had decreased.

Table 7

Inquiry #1. The Number of Students Who Were Referred to Your Office for Disciplinary Reasons in One Semester of School After the Staff's Training in Proactive Disciplinary Techniques has Decreased

Scale	Number	+	Total Number	=	%
1 Strongly Agree	3	of	25	=	12.0%
2 Agree	12	of	25	=	84.0%
3 Disagree	1	of	25	=	4.0%
4 Strongly Disagree	0	of	25	=	0.0%

Table 8

Inquiry #2. In One Semester of School Prior to the Staff's Training in Proactive Disciplinary Management Techniques, the Number of Students Referred out of the Classroom Was High (Such as Sitting in the Hall, Sent to Another Teacher's Room or to the Quiet Area)

Scale	Number	+	Total Number	=	%
1 Strongly Agree	2	of	25	=	8.0%
2 Agree	22	of	25	=	88.0%
3 Disagree	1	of	25	=	4.0%
4 Strongly Disagree	0	of	25	=	0.0%

Inquiry #3. What was the average daily attendance in the last semester of school in this staff person's classroom prior to their training in proactive discipline management course?

Response - 90%

Inquiry #4. What was the average daily attendance in the first semester of school in this staff person's classroom after this staff person's training in proactive discipline management course.

Response - 93%

When reviewing the percentage of average daily attendance before the training vs. after the training it was evident that there was some improvement in attendance but not a major change; there was only a 3% difference from pre- and post-average daily attendance.

"Care to Discipline/Discipline with Care"

The data gathered from the "Care to Discipline/Discipline with Care" course is shown in Tables 9 through 16.

Teachers

Of the 25 educators in the study group who completed the "Care to Discipline/Discipline with Care" course, the majority agreed or strongly agreed with Inquiry #1. The data indicates that 84.0% of the educators in this study agreed or strongly agreed that when the techniques presented in this course were implemented in their classroom there was a positive change in student attendance.

Table 9

Inquiry #1. When I Implemented the Techniques Learned in the Proactive Discipline Management Course in My Classroom, I Saw Positive Changes in Student Attendance

Scale	Number	+	Total Number	=	%
1 Strongly Agree	5	of	25	=	20.0%
2 Agree	16	of	25	=	64.0%
3 Disagree	4	of	25	=	16.0%
4 Strongly Agree	0	of	25	=	0.0%

Table 10

Inquiry #2. After the Completion of the Proactive Disciplinary Management Course, I Have Reduced the Need to Dismiss Students from My Classroom Because of Unacceptable Behavior

Scale	Number	+	Total Number	=	%
1 Strongly Agree	3	of	25	=	12.0%
2 Agree	20	of	25	=	80.0%
3 Disagree	2	of	25	=	8.0%
4 Strongly Disagree	0	of	25	=	0.0%

When the educators in this study group were asked to respond to Inquiry #2 their responses were similar. Of the respondents, 92.0% agreed or strongly agreed that after completion of this course they had reduced the need to dismiss students from their classroom because of unacceptable behavior. Only 8.0% disagree that there was a reduction in and out of the classroom referrals, and 0% strongly disagreed.

Table 11

Inquiry #3. After Attending the Proactive Discipline Management Course, I Feel More Confident About My Ability to Respond Effectively to Behavioral Disruption in My Classroom

Scale	Number	+	Total Number	=	%
1 Strongly Agree	4	of	25	=	16.0%
2 Agree	20	of	25	=	80.0%
3 Disagree	1	of	25	=	4.0%
4 Strongly Disagree	0	of	25	=	0.0%

A review of the data regarding Inquiry #3 also indicates a high level of agreement of the 25 educators in this study group; 96.0% either agreed or strongly agreed that after they completed this course they felt more confident about their ability to respond effectively to behavioral disruptions as they occur in the classroom. However, 4.0% indicated they did not feel they were more confident about their ability to respond more effectively to classroom disciplinary problems.

Upon careful analysis of the data regarding Inquiry #4, that data show 88.0% of the educators in this study group felt more confident about their ability to establish a proactive discipline intervention program in their classrooms. Only 12.0% indicated that they did not feel more confident about establishing a proactive discipline program in their classrooms.

Table 12

Inquiry #4. After the Completion of the Proactive Disciplinary Management Course, I Am More Confident About My Ability to Establish a Proactive Disciplinary Intervention Program in My Classroom

Scale	Number	+	Total Number	=	%
1 Strongly Agree	7	of	25	=	28.0%
2 Agree	15	of	25	=	60.0%
3 Disagree	3	of	25	=	12.0%
4 Strongly Disagree	0	of	25	=	0.0%

In the last inquiry in the survey all the respondents in this study said they agreed or strongly agreed (100%) that the underlying assumptions of this course is a solid foundation on which to build an effective discipline program.

Table 13

Inquiry #5. The Underlying Assumption of this Course, that Behavior is a Response to a Need, is a Solid Foundation on Which to Build an Effective Disciplinary Program

Scale	Number	+	Total Number	=	%
1 Strongly Agree	4	of	25	=	16.0%
2 Agree	21	of	25	=	84.0%
3 Disagree	0	of	25	=	0.0%
4 Strongly Disagree	0	of	25	=	0.0%

The summation of the data collected from the teachers in the "Care to Discipline/Discipline with Care" study group (Table 14) indicates the overall teacher population agree or strongly agree to all the inquiries. This would indicate that teachers found the Reality Therapy/Control Theory program to be a firm foundation on which to build a discipline program. The teachers in this study

also felt that there was a high level of self-confidence in their own disciplinary skills and there was no longer a need to refer students to the office for disciplinary reasons.

Table 14

Total Percentage of Responses from Teachers in "Care to Discipline/ Discipline with Care" Study Group

Questions	1	2	3	4	5	=	#	+	125
1 Strongly Agree	5	3	4	7	4	=	23	+	18.4%
2 Agree	16	20	20	15	21	=	92	+	73.6%
3 Disagree	4	2	1	3	0	=	10	+	8.0%
4 Strongly Disagree	0	0	0	0	0	=	0	+	0.0%

Administrators

The following are the responses from the administrators of the teachers who were a part of this study group.

Table 15

Inquiry #1. The Number of Students Who Were Referred to Your Office for Disciplinary Reasons in One Semester of School After the Staff's Training in Proactive Disciplinary Techniques Has Decreased

Scale	Number	+	Total Number	=	%
1 Strongly Agree	3	of	25	=	12.0%
2 Agree	20	of	25	=	80.0%
3 Disagree	2	of	25	=	8.0%
4 Strongly Disagree	0	of	25	=	0.0%

The data from the first inquiry indicates that 92.0% of these administrators agreed or strongly agreed that the number of students who were referred to the office for disciplinary reasons

in one semester of school after training decreased. Only 0.08% felt there was no change in office referrals.

Table 16 shows that the majority of these administrators (96.0%) agreed or strongly agreed that the number of students referred to the office for disciplinary reasons prior to this instruction was high. Less than 4.0% of the administrators did not feel the office referrals were a problem.

Table 16

Inquiry #2. In One Semester of School Prior to the Staff's Training in Proactive Disciplinary Management Techniques, the Number of Students Referred Out of the Classroom was High (Such as Sitting in the Hall, Sent to Another Teacher's Room or to the Quiet Area

Scale	Number	+	Total Number	=	%
1 Strongly Agree	6	of	25	=	24.0%
2 Agree	18	of	25	=	72.0%
3 Disagree	1	of	25	=	4.0%
4 Strongly Disagree	0	of	25	=	0.0%

Inquiry #3. What was the average daily attendance in the last semester of school in this staff person's classroom prior to their training in proactive discipline management course?

Response: 93%

Inquiry #4. What was the average daily attendance in the first semester of school in this staff person's classroom after this staff person's training in proactive discipline management course?

Response: 95%

The data indicated the average daily attendance improved, but minimally, 2%, which indicates to this researcher that improved average daily attendance is not one of the assured outcomes of this program. The building administrators agreed that there had been a significant number of students referred to the office for disciplinary reasons prior to the staff's training, and there was a decrease in office referrals after the training.

The data further show that there was improvement in overall classroom attendance after the study group had been in service, but not more than a 2% difference.

Westridge Elementary School

Teachers

The summation of the data gathered from Westridge Elementary School teachers and administrators is shown in Tables 17 through 22.

Table 17

Inquiry #1. When I Implemented the Techniques Learned in the Proactive Discipline Management Course in My Classroom, I Saw Positive Changes in Student Attendance

Scale	Number	+	Total Number	=	%
1 Strongly Agree	3	of	25	=	12.0%
2 Agree	18	of	25	=	72.0%
3 Disagree	4	of	25	=	16.0%
4 Strongly Disagree	0	of	25	=	0.0%

The data gathered for Inquiry #1 indicate that the majority of the teachers at Westridge Elementary School (84.0%) who had inservice training regarding Dr. William Glasser's Reality Therapy/Control Theory felt when they implemented the techniques learned in the inservice course in their classroom they saw positive changes in student attendance.

The data gathered for Inquiry #2 (as shown in Table 18) indicate that a majority of the subjects in this population agreed (80.0%) that after completion of the proactive discipline management course they have reduced the need to dismiss students from their classroom because of unacceptable behavior.

Table 18

Inquiry #2. After the Completion of the Proactive Disciplinary Management Course, I Have Reduced the Need to Dismiss a Student From My Classroom Because of Unacceptable Behavior.

Scale	Number	+	Total Number	=	%
<hr/>					
1 Strongly Agree	0	of	25	=	0.0%
2 Agree	20	of	25	=	80.0%
3 Disagree	5	of	25	=	20.0%
4 Strongly Disagree	0	of	25	=	0.0%

The summation of the data regarding Inquiry #3 (Table 19) indicates that the study population at Westridge Elementary School totally (100%) agree or strongly agree that after attending the proactive discipline management inservice training they felt more confident about their ability to respond effectively to behavioral disruptions in their classrooms.

Table 19

Inquiry #3. After Attending the Proactive Discipline Management Course, I Feel More Confident About My Ability to Respond Effectively to Behavioral Disruptions in My Classroom

Scale	Number	+	Total Number	=	%
<hr/>					
1 Strongly Agree	5	of	25	=	20.0%
2 Agree	20	of	25	=	80.0%
3 Disagree	0	of	25	=	0.0%
4 Strongly Disagree	0	of	25	=	0.0%

The assessment of the data from Inquiry #4 (Table 20) indicates that all teachers in this study group (100%) felt that after they had completed the Glasser Reality Therapy/Control Theory inservice they were more confident about their ability to establish a proactive discipline intervention program in their classrooms.

Table 20

Inquiry #4. After the Completion of the Proactive Disciplinary Management Course, I Am More Confident About My Ability to Establish a Proactive Disciplinary Intervention Program in My Classroom

Scale	Number	+	Total Number	=	%
1 Strongly Agree	6	of	25	=	24.0%
2 Agree	19	of	25	=	76.0%
3 Disagree	0	of	25	=	0.0%
4 Strongly Disagree	0	of	25	=	0.0%

The finding from the collection of data for Inquiry #5 (as shown in Table 21) indicates that 76.0% of the teachers in this study also felt that the assumption present in the Reality Therapy/Control Theory program is a solid foundation on which to build an effective discipline program.

Table 21

Inquiry #5. the Underlying Assumption of This Course, that Behavior is a Response to a Need, is a Solid Foundation on Which to Build an Effective Disciplinary Program

Scale	Number	+	Total Number	=	%
1 Strongly Agree	6	of	25	=	24.0%
2 Agree	19	of	25	=	52.0%
3 Disagree	6	of	25	=	24.0%
4 Strongly Disagree	0	of	25	=	0.0%

Table 22

Total Percentage of Responses From All Teachers in the Westridge Elementary Teacher Group

Inquiries	1	2	3	4	5	=	#	+	125
1 Strongly Agree	3	0	5	6	6	=	20		16.0%
2 Agree	18	20	20	19	13	=	90		72.0%
3 Disagree	4	5	0	0	6	=	15		12.0%
4 Strongly Disagree	0	0	0	0	0	=	0		0.0%

It is apparent to this investigator that this study population from Westridge Elementary School feel as though the Reality Therapy/ Control Theory inservice program was a benefit to them, their classroom, and their students.

Administrator

The following are the inquiries posed to the Westridge Elementary School administrator, and his response to each of the inquiries.

Inquiry #1. The number of students who were referred to your office for disciplinary reasons in one semester of school after the staffs training in proactive disciplinary techniques has decreased.

Response 1. This administrator indicated that he Strongly Agrees with this inquiry.

Inquiry #2. In one semester of school prior to the staffs training in proactive disciplinary management techniques, the number of students referred out of the classroom was high (such as sitting in the hall, sent to another teacher's room, or to the quiet area).

Response 2. This administrator indicated that he Agrees with this inquiry.

Inquiry #3. What was the average daily attendance in the last semester of school in this staff person's classroom prior to their training in proactive discipline management course?

Response 3. This administrator indicated that the average daily attendance in the last semester of school prior to the training in the proactive discipline management course was 98%.

Inquiry #4. What was the average daily attendance in the first semester of school after the staff's training in proactive discipline management course?

Response 4. This administrator indicated that the average daily attendance in the last semester of school after the training in the proactive discipline management course was 98%.

Table 23
Westridge Elementary School Administrator

	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree
1	1 = 10.0%	0 = 0.0%	0 = 0.0%	0 = 0.0%
2	0 = 0.0%	1 = 10.0%	0 = 0.0%	0 = 0.0%
3	98%			
4	98%			

When reviewing the data submitted by the Westridge Elementary building administrator, the findings were as follows. The building administrator strongly agreed that the number of students referred to the school office decreased after his/her staff had completed the inservice training regarding Reality Therapy/Control Theory. He also felt that the number of students referred out of the classroom for disciplinary reason prior to the inservice training was high. Surprising to this investigator is the finding that there was no change in the overall rate of average daily attendance of the building before the inservice training as compared to after the training. The finding of the data from the building administrator at Westridge Elementary School is that this building administrator also feels that there was benefit to Westridge Elementary School, teachers, and students from the inservice training regarding Reality Therapy/Control Theory.

All Three Study Groups

The total responses from teachers in all three study groups are shown in tables 24 through 29.

Table 24

Inquiry #1. When I Implemented the Techniques Learned in the Proactive Discipline Management Course in My Classroom, I Saw Positive Changes in Student Attendance

Response	Westridge	Video	CTD/DWC	= Total	%
1 Strongly Agree	3	3	5	11	14.6%
2 Agree	18	17	16	51	68.0%
3 Disagree	4	5	4	13	17.3%
4 Strongly Disagree	0	0	0	0	0.0%

Table 25

Inquiry #2. After Completion of the Proactive Disciplinary Management Course I Have Reduced the Need to Dismiss a Student from My Classroom Because of Unacceptable Behavior

Response	Westridge	Video	CTD/DWC	= Total	%
1 Strongly Agree	0	2	3	5	6.6%
2 Agree	20	20	20	60	80.0%
3 Disagree	5	3	2	10	13.3%
4 Strongly Disagree	0	0	0	0	0.0%

Table 26

Inquiry #3. After Attending the Proactive Discipline Management Course, I Feel More Confident About My Ability to Respond Effectively to Behavioral Disruptions in My Classroom

Response	Westridge	Video	CTD/DWC	= Total	%
1 Strongly Agree	5	4	4	13	17.3%
2 Agree	20	17	20	57	76.0%
3 Disagree	0	4	1	5	6.6%
4 Strongly Disagree	0	0	0	0	0.0%

Table 27

Inquiry #4. After the Completion of the Proactive Disciplinary Management Course, I Am More Confident About My Ability to Establish a Proactive Disciplinary Intervention Program in My Classroom

Response	Westridge	Video	CTD/DWC	= Total	%
1 Strongly Agree	6	7	7	20	26.6%
2 Agree	9	15	15	49	65.3%
3 Disagree	0	3	3	6	8.0%
4 Strongly Disagree	0	0	0	0	0.0%

Table 28

Inquiry #5. The Underlying Assumption of This Course, that Behavior is a Response to a Need, is a Solid Foundation on Which to Build an Effective Disciplinary Program

Response	Westridge	Video	CTD/DWC	= Total	%
1 Strongly Agree	6	6	4	16	21.3%
2 Agree	13	18	21	52	69.3%
3 Disagree	6	1	0	7	9.3%
4 Strongly Disagree	0	0	0	0	0.0%

Table 29

Total Percentage of Teacher Response to Each Survey Inquiry and Percentage of Overall Response to Each Inquiry

Inquiries	1	2	3	4	5	=	#	+	375
1 Strongly Agree	11	5	13	20	16	=	65		17.3%
2 Agree	51	60	57	49	52	=	269		71.7%
3 Disagree	13	9	5	6	7	=	40		10.6%
4 Strongly Disagree	0	0	0	0	0	=	0		0.0%

Overall Findings From Administrators:

All Three Study Groups

The total responses from administrators in all three study groups are shown in tables 30 through 33.

Table 30 Inquiry #1. The Number of Students Who Were Referred to Your Office For Disciplinary Reasons in One Semester of School After the Staff's Training in Proactive Disciplinary Techniques Has Decreased

Response	Westridge	Video	CTD/DWC	=	N	%
1 Strongly Agree	1	3	3	7	51	13.7%
2 Agree	0	21	20	41	51	80.0%
3 Disagree	0	1	0	1	51	9.3%
4 Strongly Disagree	0	0	0	0	51	0.0%

Table 31

Inquiry #2. In One Semester of School Prior to the Staff's Training in Proactive Disciplinary Management Techniques, the Number of Students Referred Out of the Classroom was High (Such as Sitting in the Hall, Sent to Another Teacher's Room, or to the Quiet Area)

Response	Westridge	Video	CTD/DWC	=	N	%
1 Strongly Agree	0	3	6	9	51	14.6%
2 Agree	2	22	18	42	51	68.0%
3 Disagree	0	1	1	2	51	17.3%
4 Strongly Disagree	0	0	0	0	51	0.0%

Table 32

Inquiry #3. What Was the Average Daily Attendance in the Last Semester of School in This Staff Person's Classroom Prior to Their Training in Proactive Discipline Management Course?

Westridge	Video	CTD/DWC	=	%
98%	90%	93%	=	93.6%

Table 33

Inquiry #4. What Was the Average Daily Attendance in the First Semester of School in This Staff Person's Classroom After This Staff Person's Training in Proactive Discipline Management Course?

Westridge	Video	CTD/DWC	=	%
98%	93%	95%	=	95.3%

Overall Findings from Administrators

Table 34 is a summation of the data collected from the administrators from all three study groups to inquiries one and two.

Table 34

Overall Findings

Inquiries	1	2	=	#	+	102
1 Strongly Agree	7	9	=	16	+	15.6%
2 Agree	51	42	=	93	+	91.1%
3 Disagree	0	0	=	0	+	0.0%
4 Strongly Disagree	0	0	=	0	+	0.0
Total	51	51				

Table 35 is a summation of the data collected from the administrators from the Video Course study group to all the inquiries.

Table 35

Video Course

Inquiries	1	2	=	#	+	50	=	%
1 Strongly Agree	3	2	=	5	+	50	=	10.0%
2 Agree	21	22	=	43	+	50	=	86.0%
3 Disagree	1	1	=	2	+	50	=	4.0%
4 Strongly Disagree	0	0	=	0	+	50	=	0.0%
Total Inquiry #3								90%
Inquiry #4								93%

Table 36 is a summation of the data collected from the administrators from the "Care to Discipline/Discipline with Care" study group to all the inquiries.

Table 36

"Care to Discipline/Discipline with Care"

Inquiries	1	2	=	#	+	50	=	%
1 Strongly Agree	3	6	=	9	+	50	=	18.0%
2 Agree	20	18	=	38	+	50	=	76.0%
3 Disagree	2	1	=	3	+	50	=	6.0%
4 Strongly Disagree	4	0	=	0	+	50	=	0.0%
Total Inquiry #3 93%								
Inquiry #4 95%								

Table 37 is a summation of the data collected from the administrator from the Westridge Elementary School study group to all the inquiries.

Table 37

Westridge Elementary School

Inquiries	1	2
1 Strongly Agree	1	0
2 Agree	0	1
3 Disagree	0	0
4 Strongly Disagree	0	0
Total Inquiry #3	98%	

Inquiry #4 98

This present research focused on the evaluation of the overall effectiveness of three types of inservice based on the Reality Therapy/ Control Theory. The three types of inservice programs were Study group A (consisting of 25 teachers at Westridge Elementary School. These teachers participated in an in-building inservice training regarding Reality Therapy/Control Theory), Study group B (had completed the classroom management video education course offered through Drake University entitled "Cooperation in the Classroom?"), Study group C (a group of teachers who had recently completed a course called "Care to Discipline/Discipline with Care"). This research is concerned about the specific effectiveness of three programs as a proactive discipline program for reducing the frequency of disruptive behavior. This researcher was also interested in knowing the teacher's perceived effectiveness in responding to disruptive classroom behavior, both before taking this course and after completion of this course.

Each of the administrators of the teachers in the study group were also questioned regarding the teacher's effectiveness both before and after their inservice training regarding proactive discipline procedures.

The answers to these inquiries provide guidance in the further development and administration of proactive discipline management programs for the classroom. These responses also show the overall effect of Glasser's approach as a foundation for effective behavioral management. These results guide teachers and administrators as they plan future educational inservice training. Furthermore, these findings can assist future educators, classrooms, and schools at responding more proactively to behavioral concerns in the classroom. As a result, the process of teaching and learning will become more efficient, the learning environment will be enhanced, and academic attainment will increase.

Chapter 5 CONCLUSION

The present research focused on the evaluation of the overall effectiveness of three types of inservice based on the Reality Therapy/Control Theory. These three types of inservice programs are: Study group A (a group of teachers who had recently completed a course called "Care to Discipline/Discipline with Care"), Study group B (had completed the classroom management video education course offered through Drake University entitled, "Cooperation in the Classroom"), Study group C (consisted of 25 teachers at Westridge Elementary School. These teachers participated in an in-building inservice training regarding Reality Therapy/Control Theory). This research was concerned about the specific effectiveness of three programs as a proactive discipline program for reducing the frequency of disruptive behavior. This researcher was also interested in knowing the teacher's perceived effectiveness in responding to disruptive classroom behavior, both before taking this course and after completing it.

Results of this study provide guidance in the further development and administration of proactive discipline management programs for the classroom. Subjects' responses also show the overall effect of Dr. Glasser's approach as a foundation for effective behavioral management. Results guide teachers and administrators as they plan future educational inservice training. Furthermore, findings can assist future educators, classrooms, and schools responding more proactively to behavioral concerns in the classroom. As a result, the process of teaching and learning will become more efficient. The learning environment will be enhanced and academic attainment will increase.

The anticipated outcomes were that the aforementioned behavioral management program would be found effective in decreasing the frequency of classroom behavioral disruptions, improve student attendance, and provide teachers a better sense of their own effectiveness in establishing a classroom environment conducive to learning.

Discussion of the Results

Inquiry 1. When I implemented the techniques learned in the proactive discipline management course in my classroom, I saw positive changes in student attendance.

Of the 75 teacher respondents, 66, or 82.6% (see Table 24), Strongly Agreed or Agreed that they did see positive changes in student attendance in their classrooms. This suggests that if a teacher were to implement any of the three listed proactive discipline programs, which have their foundation in Reality Therapy/Control Theory, they should expect to see positive changes in student attendance.

The administrators were also questioned regarding student attendance in this staff person's classroom. They were asked the following:

1. What was the average daily attendance in the last semester of school in this staff person's classroom prior to their training in proactive discipline management course?
2. What was the average daily attendance in the first semester of school in this staff person's classroom after this staff person's training in proactive discipline management course?

The conclusion from the data from the administrators indicated that there was a 2.0% increase in the classroom attendance of the teachers who participated in any of the three proactive discipline programs.

Inquiry 2. After completion of the proactive disciplinary management course I have reduced the need to dismiss a student from my classroom because of unacceptable behavior.

Of the 75 teacher respondents to this inquiry, 65 or 86.6% (see Table 25), felt that the need to dismiss students from their classroom because of unacceptable behavior had decreased. Therefore, the following conclusion was resolved. If a teacher were to successfully implement the behavioral techniques expressed in these three programs, that teacher should expect to see a reduction in out-of-classroom referrals of students because of unacceptable behavior. It may be resolved that the classroom teacher who successfully completes any of the three listed programs should be better equipped to structure the classroom in such a manner that unacceptable student behavior is kept to a minimum. Furthermore, if acting out behavior does occur, the teacher will be better equipped to effectively respond to behavioral problems that may occur in the classroom.

Building administrators were asked in one semester of school prior to this staff person's training in proactive disciplinary management techniques, if the number of students referred out of this staff person's classroom was high (such as sitting in the hall, sent to another teacher's room, or the quiet area). The response from the 51 administrators indicated that 49, or 95.9% (see Table 30), either Agreed or Strongly Agreed with the inquiry. This indicates that these administrators felt the number of students referred to the office was a real problem. However, teachers indicate that the number of students referred out of the classroom for disciplinary reasons had significantly reduced after their training in one of the proactive discipline courses. This indicates a positive outcome and a benefit to classroom and building student management.

Inquiry 3. After attending the proactive discipline management course, I feel more confident about my ability to respond effectively to behavioral disruptions in my classroom.

Of the 75 teacher respondents to this inquiry, 70 or 93.3% (see Table 26), stated that they were confident about their ability to respond effectively to behavioral disruptions in their classroom.

These findings indicate that if a teacher were to successfully complete any of the three aforementioned courses, his/her perceived ability to be more effective in responding to undesirable behavior disruptions in the classroom would increase.

The building administrator of these same teachers was posed a similar inquiry. He was asked if the number of students who were referred to your office for disciplinary reasons in one semester of school after this staff person's training in proactive disciplinary techniques has decreased. Of the 51 administrators who responded to this inquiry, a total of 48, or 94% (see Table 31), either Agreed or Strongly Agreed that there was a decrease in the number of students who were referred to their office from the classrooms of the teachers who completed any of the three listed courses. This further indicates that when a teacher feels more confident about his/her abilities to be successful in the classroom, then they will be more successful in the classroom.

Inquiry 4. After the completion of the proactive disciplinary management course, I am more confident about my ability to establish a proactive disciplinary

intervention program in my classroom.

Of the 75 teacher respondents, 69, or 91.3% (see Table 27), either Agreed or Strongly Agreed with this inquiry. This would indicate that after a teacher completes any of these three aforementioned courses he/she would be better able and more confident to implement the aspects of the proactive behavior intervention course in his/her classroom. This teacher would also be able to glean different aspects of the learned proactive discipline program and transfer them to a program created by the teacher which would better fit the needs of the teacher and the students in that classroom.

Inquiry 5. The underlying assumption of this course, that behavior is a response to a need, is a solid foundation on which to build an effective disciplinary program.

Again, in this last inquiry, there were 75 teachers who responded. Of the total respondents to this inquiry, 68, or 90.3% (see Table 28), either Agreed or Strongly Agreed with this inquiry.

This would indicate that the method in which the concepts of Reality Therapy/Control Theory may differ. The foundation of Reality Therapy/Control Theory is a solid foundation on which to build an effective proactive discipline program.

Summary

Students, parents, and educators all have expressed a need for more effective ways of dealing with undesirable behaviors from students in the classroom and in our schools. The purpose of this study was to evaluate the overall effectiveness of three types of inservice based on Reality Therapy/Control Theory as well as the specific effectiveness as a proactive discipline program for reducing the frequency of disruptive behavior. This researcher was also interested in knowing the teacher's perceived effectiveness in responding to disruptive classroom behavior, both before taking this program and after completion of the program.

There are a variety of behavior management strategies that over the years have been proven to be successful. The principles of Realty Therapy as used by teachers have enough research support to warrant further investigation. By using Reality Therapy as a foundation on which to build other discipline programs, it is resolved the foundation of Reality Therapy, if implemented properly, would enhance the development of a variety of different behavioral management programs. These programs would all produce the same results because of their base. Those results would be improved student behavior in the classroom and the school, more positive teacher-student interaction, and the ultimate result, overall enhancement of teaching and learning.

This study involved 75 teachers and their building administrators. These teachers came from three different groups. Study Group A was a group of teachers who had recently completed the course called "Care to Discipline/Discipline with Care." During this course the instructor informed the participants of this study and asked for volunteers. Over 25 participants agreed to participate in this portion of the study.

The selection of the participants in Study Group B was different from the selection process for Study Group A. The 25 participants in Study Group B had completed the classroom management video education course offered through Drake University entitled "Cooperation in the Classroom." This course is also based on Reality Therapy/Control Theory. I worked with the extension office to collect names and numbers of past participants in this course.

Study Group C consisted of 25 teachers at Westridge Elementary School. These teachers participated in an in-building inservice training regarding Reality Therapy/Control Theory. They had been actively exercising the Reality Therapy techniques for over one school year.

It is important to note that the majority of the responses from teachers in this study are based on the teacher's own perception. It is left to the unknown as to what the teachers based their perception on when responding to these inquiries. There are those who may say that a teacher's perception of something does not make for a valid finding. I would draw to your attention the original purpose of this investigation. This researcher was interested in knowing the teachers' perceived effectiveness in responding to disruptive classroom behavior, both before taking this program and after completion of this program. Henry Ford once said, "If a person feels they can or if a person feels they can't, either way they are probably right." Meaning, if these classroom teachers feel they are effective at what they are doing, they will be effective at what they are doing. If classroom teachers feel that as a result of their attending this proactive discipline program they are better able to respond to undesirable behaviors, then they will be better able to respond to undesirable behaviors in their classroom.

It is also important to note that the monitoring and establishment of a classroom management baseline is a difficult task. It is not practical to continue doing a baseline with a group of students if it is apparent that the behavioral plan is not working. This practice would be unfair for the students as well as the educator.

We have established several factors in this study. However, the fact remains that discipline and the lack of classroom control by educators at the elementary and secondary level is of utmost importance to educators and parents. The Glasser program attempts to address the discipline issue in the classroom. This study evaluated the effectiveness of Glasser's theory of classroom management through Reality Therapy/Control Theory. This research evaluated the overall effectiveness of three types of inservice based on this theory as well as its specific effectiveness as a proactive discipline program for reducing the frequency of disruptive behavior. The findings from the gathered data clearly indicate that Glasser's theory of classroom management is an effective foundation on which to build a proactive discipline program. This research also inquires about the study teacher's perceived effectiveness in responding to disruptive classroom behavior, both before participating in one of the programs based on Glasser's theory and after completion of a program based on Glasser's theory. The culminating data clearly indicate that the vast majority of the teachers involved in this study felt more confident about their disciplinary skills. The teachers in this study also felt that the attendance in the classroom improved, and they felt more confident about their ability to develop their own proactive discipline program.

Recommendations

The results of the present study lead to a number of implications for future research on Reality Therapy as a proactive discipline management technique. The consistent positive responses from teachers and administrators indicate that the Reality Therapy technique is a worthwhile strategy to use in the classroom and school. This section reviews four different issues which have implications for future investigation.

The first issue is the need for a continued refinement and clarification of the method of teaching Reality Therapy for behavioral management purposes. Important inquiries for future

research would indicate that if a teacher were to create a discipline program which professed to have Reality Therapy as its basis, which are the key aspects of Reality Therapy which should always be implemented in any program to assure its foundation is that of Reality Therapy? Could the same results be found by teachers using a different program?

A significant aspect of the Reality Therapy is the teacher's relationship with the student. It is important that the teacher engage in a conversation regarding the undesirable behavior demonstrated by the student and the desired behavior needed by the teacher.

The second issue for future research consideration should be based on an assessment as to the student's perception of how they, the students, felt they were treated under the utilization of the Reality Therapy model.

The third issue for future research involves the data collection method. Although there is a great deal of credibility in the teacher perception of their abilities, any inquiries regarding the validity of the respondents could be eliminated if there was quantitative information to support the data gathered by teacher perception. Therefore, future research should include quantitative data to support the credibility of teachers' perception.

The last issue is the unknown behavioral management skills of the participants prior to attending any of these courses. It has been my experience that the educators who choose to attend a behavioral management course are already doing many things right in regards to managing student behavior in their classroom. It seems that educators who are not responding to behavioral concerns in the classroom in an effective manner do not seek assistance in this area. The only time those who are truly weak in the area of behavioral management seek assistance for further education is when an administrator type indicates to them this is something they must do or else they may lose their position, or other types of consequences. Frequently when a person enters a course/workshop or inservice under those circumstances, the openness or commitment to change or to improve is very limited. Therefore, it is unknown if the outcomes from the participants would be different if it were understood that the participants in any of these three courses had significant problems managing behaviors in their classroom.

Little empirical evaluation of Reality Therapy exists. There are few empirical studies that explore the teacher's perception of his/her own effectiveness to deal with classroom disruptions. There is also no information which reports the credibility of the "Care to Discipline/ Discipline with Care" behavioral management program. Very little research exists that empirically proves that a teacher's own perception as to his/her classroom management skill is directly related to that teacher's actual success in managing classroom behaviors.

This study indicates that Reality Therapy does have an effect upon teachers' classroom management skills and consequently students' disruptive behavior problems. Therefore, proactive discipline and classroom management programs such as Dr. Glasser's and the "Care to Discipline/Discipline with Care" behavioral management program have a positive impact upon education. When these programs are properly implemented, fewer disruptions will result and less time will be spent disciplining students and more time instructing them. Fewer discipline problems may increase the acceptance of the academic subject matter and the learning process. A reduction in conflict will result and an increase in teacher satisfaction with the job of teaching. Finding success in school means improved student attitudes toward school with increased daily attendance as well as a strong commitment toward learning. Finally, with a reduction of discipline problems and the development of positive feelings, the public will no longer perceive discipline as

a major school problem.

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APPENDIX A
LETTERS TO TEACHERS

Group A

Greetings Fellow Educator:

Allow me to introduce myself. My name is Vincent E. Lewis; I am an educator with Des Moines Public Schools. I am also a Doctoral Student at Drake University. I am currently working on my research project to complete my degree. This is where I need your help.

It is my understanding that recently you completed a course entitled "Care to Discipline/Discipline with Care." This course is designed to help the participants become more competent and self-assured regarding their abilities to respond to classroom disruption and to be proactive in establishing a classroom discipline plan. I would like you to complete a short survey, consisting of five questions, regarding your perception of your disciplinary abilities prior to taking this course and after completing the course.

Another important part of this study is a response from your building administrator. The administrator will be asked a few questions regarding his/her perception of your ability to effectively respond to undesirable behavior in your classroom and establish a classroom discipline plan prior to the training vs. after the training. The building administrator's response will be kept confidential, and the building administrator will be offered the same rights and privileges as you, which are listed below.

If you choose to be part of this study, please understand that your response will be kept anonymous and confidential. I will maintain all responses in my personal file for one year, then I will destroy them. You may refuse to answer any of the questions. You have the right to withdraw from this study at any time. For your valuable time in assisting me with this research, you may have a copy of the results of this study upon completion, if you so desire.

If you are willing to be a part of this study, please complete the following form and return it to me in the self-addressed stamped envelope within 10 working days.

I thank you for your time and quick response. If you have any further questions regarding this study, please contact me at the following numbers:

Vincent E. Lewis

Work (515) 244-7129

Home (515) 224-1276

Please return within 10 days to Vince Lewis, 5908 Brookview Dr., West Des Moines, IA 50266.

I fully understand the expectation of this research project and I agree to be a part of one of the study groups.

Name _____

Address _____

School Name _____

School Address _____

Building Administrator Name _____

When this research project is done I would like a copy of the results:

YES _____

NO _____

Group B

Greetings Fellow Educator:

Allow me to introduce myself. My name is Vincent E. Lewis; I am an educator with Des Moines Public Schools. I am also a Doctoral Student at Drake University. I am currently working on my research project to complete my degree. This is where I need your help.

It is my understanding that recently you completed a course through Drake University Extension Office entitled "Cooperation in the Classroom." This course is designed to help the participants become more competent and self-assured regarding their abilities to respond to classroom disruption and to be proactive in establishing a classroom discipline plan. I would like for you to complete a short survey, consisting of only five questions, regarding your perception of your disciplinary abilities prior to taking this course and then completing the course.

Another important part of this study is a response from your building administrator. The administrator will be asked a few questions regarding his/her perception of your ability to effectively respond to undesirable behavior in your classroom and establish a classroom discipline plan prior to the training vs. after the training. The building administrator's response will be kept confidential, and the building administrator will be offered the same rights and privileges as you, which are listed below.

If you volunteer to be a part of this study, please understand that your response will be kept anonymous and confidential. I will maintain all responses in my personal file for one year, then I will destroy them. You may refuse to answer any of the questions. You have the right to withdraw from this study at any time without penalty, and you may choose to decline to answer any question with out penalty. For your valuable time in assisting me with this research, you may have a copy of the results of this study upon completion, if you so desire.

If you are willing to be a part of this study, please complete the following form and return it to me in the self-addressed stamped envelope within 10 working days.

I thank you for your time and quick response. If you have any further questions regarding this study, please contact me at the following numbers:

Vincent E. Lewis

Work (515) 244-7129

Home (515) 224-1276

Please return within 10 days to Vince Lewis, 5908 Brookview Dr., West Des Moines, IA 50266.

I fully understand the expectation of this research project and I agree to be a part of one of the study groups.

Name _____

Address _____

School Name _____

School Address _____

Building Administrator Name _____

When this research project is done I would like a copy of the results:

YES _____

NO _____

Group C

Greetings Fellow Educator:

Allow me to introduce myself. My name is Vincent E. Lewis; I am an educator with Des Moines Public Schools. I am also a Doctoral Student at Drake University. I am currently working on my research project to complete my degree. This is where I need your help.

It is my understanding that recently you completed an extensive inservice training regarding classroom management based on William Glasser's Reality Therapy/Control Theory concept. This inservice program was to help the participants become more competent and self-assured regarding their abilities to respond to classroom disruption and to be proactive in establishing a classroom discipline plan. I would like you to complete a short survey, consisting of only five questions, regarding your perception of your disciplinary abilities prior to taking this course and then after completing the course.

Another important part of this study is a response from your building administrator. He will be asked basically the same question regarding his perception of your ability to effectively respond to undesirable behavior in your classroom and establish a classroom discipline plan prior to the training vs. after the training. The building administrator's response will be kept confidential, and he will be offered the same rights and privileges as you, which are listed below.

If you choose to be a part of this study, please understand that your response will be kept anonymous and confidential. I will maintain all responses in my personal file for one year, then I will destroy them. You have the right to withdraw from this study at any time without penalty, and you may choose to decline to answer any question without penalty. For your valuable time in assisting me with this research, you may have a copy of the results of this study upon completion, if you so desire.

If you are willing to be a part of this study, please complete the following form and return it to me in the self-addressed stamped envelope within 10 working days.

I thank you for your time and quick response. If you have any further questions regarding this study, please contact me at the following numbers:

Vincent E. Lewis

Work (515) 244-7129

Home (515) 224-1276

Please return within 10 days to Vince Lewis, 5908 Brookview Dr., West Des Moines, IA 50266

I fully understand the expectation of this research project and I agree to be a part of one of the study groups.

Name _____

Address _____

School Name _____

School Address _____

Building Administrator Name _____

When this research project is done I would like a copy of the results:

YES _____

NO _____

APPENDIX B

LETTER TO BUILDING ADMINISTRATORS

Groups A and B

Greetings,

Allow me to introduce myself. My name is Vincent E. Lewis. I am with Des Moines Public Schools and currently the Principal of Brody Middle School. I am also a doctoral student currently working on my dissertation, through Drake University, which brings me to the point of this letter.

My research concerns the Glasser approach to classroom discipline, specifically, do you think that this approach has provided a firm foundation on which to establish a proactive discipline management program? Has it helped you with your classroom management discipline? A part of the study involves having teachers who have recently completed inservice in pro-active disciplinary techniques do a self-evaluation regarding their views of the Glasser theory and techniques.

Another important part of this study involves you as the building administrator of one of the teachers who has completed the course and has volunteered to be a part of the study group.

There are only four questions, two asking for your perception and two requesting a single item of data. I hope that you will be willing to take a few minutes from your always hectic schedule and provide data. Please return the survey to me in the self-addressed stamped envelope. If you could complete and return this survey to me within the next 10 days it would be very helpful and I would greatly appreciate it.

If you volunteer to be a part of this study, please understand that your response will be kept anonymous and confidential. I will maintain all responses in my personal file for one year, then I will destroy them. You have the right to withdraw from this study at any time without penalty, and you may choose to decline to answer any question with out penalty. For your valuable time in assisting me with this research, you may have a copy of the results of this study upon completion, if you so desire.

I appreciate your assistance in carrying out this study.

Vincent E. Lewis

Work (515) 244-7129

Home (515) 224-1276

Please return within 10 days to Vince Lewis, 5908 Brookview Dr., West Des Moines, IA 50266

I fully understand the expectation of this research project and I agree to be a part of one of the study groups.

Name _____

Address _____

School Name _____

School Address _____

Building Administrator Name _____

When this research project is done I would like a copy of the results:

YES _____

NO _____

Group C

Greetings,

Allow me to introduce myself. My name is Vincent E. Lewis. I am with Des Moines Public Schools and currently the Principal of Brody Middle School. I am also a doctoral student currently working on my dissertation, through Drake University, which brings me to the point of this letter.

My research concerns the Glasser approach to classroom discipline, specifically, do you think that this approach has provided a firm foundation on which to establish a proactive discipline management program? Has it helped you with your classroom management discipline? A part of the study involves having teachers who have recently completed inservice in pro-active disciplinary techniques do a self-evaluation regarding their views of the Glasser theory and techniques.

Another important part of this study involves you as the building administrator of Westridge Elementary School, as a school which has completed an extensive inservice training regarding Reality Therapy/Control theory.

There are only four questions, two asking for your perception and two questions requesting a single item of data. I hope that you will be willing to take a few minutes from your always hectic schedule and provide data. Please return the survey to me in the self-addressed stamped envelope. If you could complete and return this survey to me within the next 10 days it would be very helpful and I would greatly appreciate it.

If you choose to be a part of this study, please understand that your response will be kept anonymous and confidential. I will maintain all responses in my personal file for one year, then I will destroy them. You have the right to withdraw from this study at any time without penalty, and you may choose to decline to answer any question without penalty. For your valuable time in assisting me with this research, you may have a copy of the results of this study upon completion, if you so desire.

I appreciate your assistance in carrying out this study.

Vincent E. Lewis

Work (515) 244-7129

Home (515) 224-1276

Please return within 10 days to Vince Lewis, 5908 Brookview Dr., West Des Moines, IA 50266

I fully understand the expectation of this research project and I agree to be a part of one of the study groups.

Name _____

Address _____

School Name _____

When this research project is done I would like a copy of the results:

YES _____

NO _____